

Referencias

- Aaron, P. G. (1989). *Dyslexia and hyperlexia: Diagnosis and management of developmental reading disabilities* (Vol. 1). Dordrecht, The Netherlands: Springer.
- AAVV (2012). *La atención al alumnado con dislexia en el sistema educativo en el contexto de las necesidades específicas de apoyo educativo*. Madrid: MECD, Secretaría General Técnica, Subdirección General de Documentación y Publicaciones, Centro Nacional de Innovación e Investigación Educativa. Colección Eurydice España-REDIE.
- Abusamra, V., Casajús, A., Ferreres, A., Raiter, A., De Beni, R., y Cornoldi, C. (2011). *Programa leer para comprender. Desarrollo de la comprensión de textos*. Buenos Aires: Paidós.
- Adams, A.M. (1990). *Beginning to read: Thinking and learning from print*. Cambridge, MA: MIT Press.
- Ajuriaguerra, J. y Auzias, M. (1981). *La escritura del niño*. Barcelona: Laia.
- Alameda, J. R. y Cuetos, F. (1995). *Diccionario de frecuencias de las unidades lingüísticas del castellano*. Oviedo: Servicio de Publicaciones de la Universidad de Oviedo.
- Alegria, J., Marín, J., Carrillo, S., Mousty, P., Romd-hane, M. N., Gombert, J. E., y Belajouza, M. (2003). Les premiers pas dans l'acquisition de l'orthographe en fonction du caractère profond ou superficiel du système alphabétique: comparaison entre le français et l'espagnol. *L'apprentissage de la lecture: Perspective comparative interlangues*, 51-67.
- Alfaro-Garcia, R. A., y Santiago-Negrón, S. (2002). Estructura factorial de la escala de autoconcepto Tennessee (versión en español). *Interamerican Journal of Psychology*, 36, 167-189.
- Aliño, J. L. y Miyar, M. V. (Eds.)(2002). *DSM-IV-TR. Manual diagnóstico y estadístico de los trastornos mentales*. Washington, DC: American Psychiatric Pub.
- Alonso Tapia, J. Carriedo, N. y Mateos M. (1992). Evaluación de la supervisión y regulación de la comprensión: La batería SURCO. En J. Alonso Tapia (Coord.), *Leer, comprender y pensar: desarrollo de estrategias y técnicas de evaluación*. (pp. 11-57). Madrid: Servicio de Publicaciones del Ministerio de Educación y Ciencia.
- Alvermann, D. E. (2006). Youth in the middle: Our guides to improved literacy instruction. *Voices from the Middle*, 14(2), 7-13.

- American Psychiatric Association (APA) (1995). *DSM-IV: Manual diagnóstico y estadístico de los trastornos mentales*. Barcelona: Masson.
- American Psychiatric Association (APA) (2013). *Diagnostic and Statistical Manual of Mental Disorders: DSM-5*. Washington, D.C.: American Psychiatric Association.
- Amezcu, J., y Fernández de Haro, E. (2000). La influencia del autoconcepto en el rendimiento académico. *Revista IberPsicología*, 5, 1-6.
- Anderson, G., y Beal, C. R. (1995). Children's recognition of inconsistencies in science texts: Multiple measures of comprehension monitoring. *Applied Cognitive Psychology*, 9, 261-272.
- Andrews, J. E., Carnine, D. W., Coutinho, M. J., Edgar, E. B., Forness, S. R., Fuchs, L. S., Jordan, D., Kauffman, J. M., Patton, J. M., Paul, J., Rosell, J., Rueda, R., Schiller, E., Skrtic, T. M., y Wong, J. (2000). Bridging the special education divide. *Remedial and Special Education*, 21(5), 258-267.
- Anguera, M.T. (1990). Metodología observacional. En J. Arnau, M.T. Anguera y J. Gomez Benito: *Metodología de la investigación en las Ciencias del Comportamiento* (pp. 125-236). Murcia: Universidad de Murcia.
- (1991). Proceso de categorización. En M.T. Anguera (Ed.), *Metodología observacional en la investigación psicológica* (vol. I, pp. 115-167). Barcelona: P.P.U.
- (1995). Diseños. *Evaluación de programas. Una guía práctica en ámbitos sociales, educativos y de salud*, 149-172.
- (1995). Diseños. En R. Fernández-Ballesteros (Ed.), *Evaluación de programas sociales: Una guía práctica en ámbitos sociales, educativos y de salud* (pp. 149-172). Madrid: Síntesis
- Ansari, D. (2010). Neurocognitive approaches to developmental disorders of numerical and mathematical cognition: The perils of neglecting the role of development. *Learning and Individual Differences*, 20(2), 123-129.
- Artiles, C., y Jiménez, J. E. (2007). *Proescri Primaria. Prueba de evaluación de procesos cognitivos en la escritura*. Consejería de Educación, Cultura y Deportes del Gobierno de Canarias y Universidad de Las Palmas de Gran Canaria.
- Asakawa, A., y Sugimura, S. (2014). Developmental trajectory in the relationship between calculation skill and finger dexterity: A longitudinal study. *Japanese Psychological Research*, 56(2), 189-200.
- Ashkenazi, S., y Henik, A. (2010). A disassociation between physical and mental number bisection in developmental dyscalculia. *Neuropsychologia*, 48(10), 2861-2868.
- Baddeley, AD (1986). *Working memory*. Oxford, England: Oxford University Press.
- Bakker, D.J. (1984). The brain as a dependent variable. *Journal of Clinical Neuropsychology*, 6, 34-47.
- Barber, A. (2013). Multilinguistic components of spelling: An overview. *SIG 1 Perspectives on Language Learning and Education*, 20(4), 124-128.
- Barber, C. (2014). Everything you wanted to know about learning disability. *British Journal of Healthcare Assistants*, 8(2), 68-73.
- Barnes, M. A., Dennis, M., y Haeefe-Kalvaitis, J. (1996). The effects of knowledge availability and knowledge accessibility on coherence and elaborative inferencing in children from six to fifteen years of age. *Journal of Experimental Child Psychology*, 61, 216-241.

- Barnes, M. A., y Raghubar, K. P. (2014). Mathematics development and difficulties: The role of visual-spatial perception and other cognitive skills. *Pediatric blood y cancer*, 61, 172-173.
- Barnes, M. A., Raghubar, K. P., Faulkner, H., y Denton, C. A. (2014). The construction of visual-spatial situation models in children's reading and their relation to reading comprehension. *Journal of Experimental Child Psychology*, 119, 101-111.
- Bartlett, E. J. (1982). Learning to revise: Some component processes. En M. Nystrand (Ed.), *What writers know: The language, process, and structure of written discourse* (pp.345-363). New York: Academic Press.
- Bartlett, E. J. (1984). Anaphoric reference in written narratives of good and poor elementary school writers. *Journal of Verbal Learning and Verbal Behavior*, 23, 540-552.
- Bateman, B. (1965). Learning disabilities: an overview. *Journal of School Psychology*, 3(3), 1-12.
- Bates, T. C., Castles, A., Coltheart, M., Gillespie, N., Wright, M., y Martin, N. G. (2004). Behaviour genetic analyses of reading and spelling: A component processes approach. *Australian Journal of Psychology*, 56(2), 115-126.
- Baumann, J. F. (1984). The effectiveness of a direct instruction paradigm for teaching main idea comprehension. *Reading Research Quarterly*, 20, 93-115.
- (2009). Intensity in vocabulary instruction and effects on reading comprehension. *Topics in Language Disorders*, 29, 312-328.
- Beal, C. R. (1990). The development of text evaluation and revision skills. *Child Development*, 61, 247-258.
- Benítez-Burraco, A. (2009). Dislexias evolutivas: qué pueden decirnos la neurología y la genética al respecto. *Revista de Logopedia, Foniatría y Audiología*, 29(2), 104-114.
- Belinchón, M., Riviére, A. e Igoa, J. M. (1992). *Psicología del lenguaje. Investigación y teoría*. Madrid: Trotta.
- Bereiter, C., y Scardamalia, M. (1987). *The psychology of written composition*. Hillsdale, NJ: Lawrence Erlbaum Associates.
- Berko, J. (1958). *The child's learning of English morphology*. Doctoral dissertation, Radcliffe College (UK).
- Berko Gleason, J., y Ratner, N. B. (1999). *Psicolingüística*. Madrid: McGrawHill.
- Berninger, V. W. (2000). Development of language by hand and its connections with language by ear, mouth, and eye. *Topics in Language Disorders*, 20(4), 65-84.
- (2004). Understanding the “graphia” in developmental dysgraphia. En D. Dewey y D. E. Tupper (Eds.), *Developmental motor disorders: A neuropsychological perspective*, (pp. 328-350) New York: The Guilford Press.
- (Ed.). (2012). *Past, present, and future contributions of cognitive writing research to cognitive psychology*. London: Psychology Press.
- Berninger, V. W., Fuller, F., y Whitaker, D. (1996). A process model of writing development across the life span. *Educational Psychology Review*, 8(3), 193-218.
- Berninger, V. W., y Hart, T. M. (1992). A developmental neuropsychological perspective for reading and writing acquisition. *Educational Psychologist*, 27(4), 415-434.
- (1993). From research to clinical assessment of reading and writing disorders: The unit of analysis problem. En R.M. Joshi, C.K. Leong (Eds.), *Reading disabilities: Diagnosis and component processes* (pp. 33-61). Dordrecht, The Netherlands: Springer.

- Berninger, V.W., Nielsen, K.H., Abbott, R.D. Wijsman, E., y Raskind, W. (2008). Writing problems in developmental dyslexia: Under-recognized and under-treated. *Journal of School Psychology, 46*(1), 1–21.
- Berninger, V., y Richards, T. (2010). Inter-relationships among behavioral markers, genes, brain and treatment in dyslexia and dysgraphia. *Future Neurology, 5*(4), 597-617.
- Berninger, V. W., Richards, T. L., Stock, P. S., Abbott, R. D., Trivedi, P. A., Altemeier, L. E., y Hayes, J. R. (2009). fMRI activation related to nature of ideas generated and differences between good and poor writers during idea generation. En *BJEP Monograph Series II, Number 6-Teaching and Learning Writing* (Vol. 77, No. 93, pp. 77-93). London: British Psychological Society.
- Berninger, V. W., Vaughan, K., Abbott, R. D., Begay, K., Coleman, K. B., Curtin, G., ... y Graham, S. (2002). Teaching spelling and composition alone and together: Implications for the simple view of writing. *Journal of Educational Psychology, 94*(2), 291.
- Berninger, V., Whitaker, D., Feng, Y., Swanson, H. L., y Abbott, R. D. (1996b). Assessment of planning, translating, and revising in junior high writers. *Journal of School Psychology, 34*(1), 23-52.
- Berninger, V., y Winn, W. (2006). Implications of advancements in brain research and technology for writing development, writing instruction, and educational evolution. En C. MacArthur, S. Graham, y J. Fitzgerald (Eds.), *Handbook of Writing Research* (pp. 96–114). New York: Guilford Press.
- Bhide, A., Power, A., y Goswami, U. (2013). A Rhythmic Musical Intervention for Poor Readers: A Comparison of Efficacy With a Letter-Based Intervention. *Mind, Brain, and Education, 7*(2), 113-123.
- Bishop, D. V., y Snowling, M. J. (2004). Developmental dyslexia and specific language impairment: Same or different? *Psychological Bulletin, 130*(6), 858.
- Blakemore, S. J., y Frith, U. (2007). *Cómo aprende el cerebro: las claves para la educación*. Barcelona: Ariel.
- Blaser, R., Preuss, U., Groner, M., Groner, R., y Felder, W. (2007). Short-, middle and long-term effects of training in phonological awareness and letter-sound correspondence on phonological awareness and on reading and spelling. *Zeitschrift für Kinder- und Jugendpsychiatrie und Psychotherapie, 35*(4), 273-280.
- Borsboom, D., Mellenbergh, G. J., y Van Heerden, J. (2003). The theoretical status of latent variables. *Psychological Review, 110*(2), 203.
- Bosse, M. L., Tainturier, M. J., y Valdois, S. (2007). Developmental dyslexia: The visual attention span deficit hypothesis. *Cognition, 104*(2), 198-230.
- Bradley, L., y Bryant, P. E. (1983). Categorizing sounds and learning to read: A causal connection. *Nature, 301*, 419-421.
- Bransford, J. D., y Johnson, M. K. (1972). Contextual prerequisites for understanding: Some investigations of comprehension and recall. *Journal of Verbal Learning and Verbal Behavior, 11*, 717-726.
- Bravo Valdivieso, L. (1991). *Psicología de las Dificultades del Aprendizaje*. Santiago de Chile: Editorial Universitaria.
- Breznitz, Z. (2006). *Fluency in Reading: Synchronization of processes*. Mahwah, NJ: Lawrence Erlbaum.

- Brinckerhoff, L. C., Shaw, S. F., y McGuire, J. M. (1993). *Promoting postsecondary education for students with learning disabilities: A handbook for practitioners*. Austin, TX: PRO-ED.
- Brinkmann, H., Segure, T., y Solar, M. (1989). Adaptación, estandarización y elaboración de normas para el inventario de autoestima de Coopersmith. *Revista Chilena de Psicología*, 10(1), 63-71.
- Brown, A. L., Day, J. D., y Jones, R. S. (1983). The development of plans for summarizing texts. *Child development*, 54, 968-979.
- Brown, V.L., Cronin, M.E., and McEntire, E. (2004). *Test of mathematical abilities (2nd edition) TOMA – 2*. Austin, X: Pro-Ed
- Bruandet, M., Molko, N., Cohen, L., y Dehaene, S. (2004). A cognitive characterization of dyscalculia in Turner syndrome. *Neuropsychologia*, 42(3), 288-298.
- Bryant, D. P., Goodwin, M., Bryant, B. R., y Higgins, K. (2003). Vocabulary instruction for students with learning disabilities: A review of the research. *Learning Disability Quarterly*, 26, 117-128.
- Bryant, P. E., MacLean, M., Bradley, L. L., y Crossland, J. (1990). Rhyme and alliteration, phoneme detection, and learning to read. *Developmental Psychology*, 26(3), 429.
- Bryant, P., Nunes, T., y Aidinis, A. (1999). Different morphemes, same spelling problems: Cross-linguistic developmental studies. En Harris, M., y Hatano, G. (Eds.), *Learning to read and write: A cross-linguistic perspective* (pp. 112-133). Cambridge: Cambridge University Press.
- Bryant, P., y Nunes, T. (2004). Morphology and spelling. En T. Nunes y P. Bryant (Eds.), *Handbook of children's literacy* (pp. 91-118). Dordrecht: Kluwer Academic Publishers.
- Burden, R. L. (2005). *Dyslexia and self-concept*. London: Whurr.
- Burden, R. (2008). Is dyslexia necessarily associated with negative feelings of self-worth? A review and implications for future research. *Dyslexia*, 14(3), 188-196.
- Bush, W., y Giles, W. (1969). *Aids to psycholinguistic teaching*. Columbus, OH: Merrill.
- Butterfield, E. C., Hacker, D. J., y Plumb, C. (1994). Topic knowledge, linguistic knowledge, and revision skill as determinants of text revision. En Butterfield, E. (Ed.), *Children's Writing: Toward a Process Theory of the development of Skilled Writing* (pp. 83-141). Greenwich, CT: JAI
- Butterworth, B. (2003). *Dyscalculia screener*. London: GL Assessment.
- Butterworth, B. (2005). The development of arithmetical abilities. *Journal of Child Psychology and Psychiatry*, 46(1), 3-18.
- (2008). Developmental dyscalculia. *Child neuropsychology: Concepts, theory and practice*, 358-373.
- Butterworth, B., y Laurillard, D. (2010). Low numeracy and dyscalculia: identification and intervention. *ZDM*, 42(6), 527-539.
- Büttner, G., y Hasselhorn, M. (2011). Learning disabilities: Debates on definitions, causes, subtypes, and responses. *International Journal of Disability, Development and Education*, 58(1), 75-87.
- Byrne, B., Coventry, W.L., Olson, R.K., Wadsworth, S.J., Samuelsson, S., Petrill, S.A., Willcutt, E.G., y Corley, R. (2010). "Teacher effects" in early literacy development: Evidence from a study of twins. *Journal of Educational Psychology*, 102, 1, 32-42

- Calet, N., Defior, S. y Gutiérrez-Palma, N. (2013). *Efectos del entrenamiento en fluidez lectora sobre la competencia lectora en niños de educación primaria: el papel de la prosodia*. Tesis doctoral, Universidad de Granada. <http://hera.ugr.es/tesisugr>.
- Calet, N., Gutiérrez-Palma, N., y Defior, S. (2014). A cross-sectional study of fluency and reading comprehension in Spanish primary school children. *Journal of Research in Reading*. Publicación on-line. Doi: 10.1111/1467-9817.12019
- Calet, N., Gutiérrez-Palma, N., Simpson, I. C., González-Trujillo, M. C., y Defior, S. (2015). Suprasegmental Phonology Development and Reading Acquisition: A Longitudinal Study. *Scientific Studies of Reading*, 19(1), 51-71.
- Calet, N., Jiménez-Fernández, G., Gutiérrez-Palma, N., y Defior, S. (2015, en prensa) ¿Predicen las habilidades suprasegmentales la adquisición de la lectoescritura en educación primaria? En T. Ramiro Sánchez, MT. Ramiro Sánchez y MP. Bermúdez (Eds.), *Avances en Ciencias de la Educación y del Desarrollo*, 2014. Granada: AEPC.
- Cantlon, J. F., Brannon, E. M., Carter, E. J., y Pelphey, K. A. (2006). Functional imaging of numerical processing in adults and 4-y-old children. *PLoS biology*, 4(5), e125.
- Cappelletti, M., y Price, C. J. (2014). Residual number processing in dyscalculia. *Neuro-Image: Clinical*, 4, 18-28.
- Caravolas, M., Lervåg, A., Mousikou, P., Efrim, C., Litavský, M., Onochie-Quintanilla, E., ... y Hulme, C. (2012). Common patterns of prediction of literacy development in different alphabetic orthographies. *Psychological Science*, 23(6), 678–686. DOI: 10.1177/0956797611434536.
- Caravolas, M., Lervåg, A., Defior, S., Málková, G. S., y Hulme, C. (2013). Different patterns, but equivalent predictors, of growth in reading in consistent and inconsistent orthographies. *Psychological Science*, 24(8), 1398–1407. DOI: 10.1177/0956797612473122.
- Carlisle, J. F. (2010). An integrative review of the effects of instruction in morphological awareness on literacy achievement. *Reading Research Quarterly*, 45(4), 464-487.
- Carlisle, J. F., y Fleming, J. (2003). Lexical processing of morphologically complex words in the elementary years. *Scientific Studies of Reading*, 7(3), 239-253.
- Carreiras, M. y Meseguer, E. (1999). Procesamiento de ambigüedades sintácticas. En M. de Vega y F. Cuetos (Coords.), *Psicolingüística del español* (pp. 163-203). Madrid: Trotta.
- Carrillo, M. S., Alegría, J., y Marín, J. (2013). On the acquisition of some basic word spelling mechanisms in a deep (French) and a shallow (Spanish) system. *Reading and Writing*, 26(6), 799-819.
- Carrillo, M.S., Alegría, J. y Luque, J.L. (2014). *Batería DIS-ESP para la evaluación de la dislexia en español* (en preparación).
- Carrillo, M. S., y Marín, J., (1999). Test Colectivo de Eficacia Lectora (TECLE. Universidad de Murcia. En A. Cuadro, D. Costa, D. Trias, y P. Ponce de León (2009). *Evaluación del nivel lector. Manual técnico del test de Eficacia Lectora (TECLE)*. Uruguay: Prensa Médica Latinoamericana.
- Carroll, J. M., Mundy, I. R. and Cunningham, A. J. (2014), The roles of family history of dyslexia, language, speech production and phonological processing in predicting literacy progress. *Developmental Science*, 17, 727–742. doi: 10.1111/desc.12153

- Cassany, D. (1994). *Cómo se aprende a escribir*. Barcelona: Paidós.
- Cassar, M., Treiman, R., Moats, L., Pollo, T. C., y Kessler, B. (2005). How do the spellings of children with dyslexia compare with those of nondyslexic children? *Reading and Writing*, 18(1), 27-49.
- Catts, H. W., Adlof, S. M., y Weismer, S. E. (2006). Language deficits in poor comprehenders: A case for the simple view of reading. *Journal of Speech, Language, and Hearing Research*, 29, 278-293.
- Catts, H. W., Hogan, T. P., Adolf, S. M., y Barth, A. E. (2003, Junio). The simple view of reading changes over time. *Póster presentado en la Conferencia Anual de la Sociedad para el Estudio Científico de la Lectura, Boulder*.
- Chall, J. S. (1983). *Stages of reading development*. New York: McGraw-Hill.
- (1996). *Stages of reading development* (segunda edición). Fort Worth, TX: Harcourt Brace.
- Chapman, J.W. (1988). Cognitive-motivational characteristics and academic achievement of learning disabled children: A longitudinal study. *Journal of Educational Psychology*, 80, 357-365.
- Chenoweth, N. A., y Hayes, J. R. (2001). Fluency in writing: Generating text in L1 and L2. *Written Communication*, 18, 80-98.
- Cholewa, J., Mantey, S., Heber, S., y Hollweg, W. (2010). Developmental surface and phonological dysgraphia in German 3rd graders. *Reading and Writing*, 23(1), 97-127.
- Christopher, M. E., Hulslander, J., Byrne, B., Samuelsson, S., Keenan, J. M., Pennington, B., ... y Olson, R. K. (2013). Modeling the etiology of individual differences in early reading development: Evidence for strong genetic influences. *Scientific Studies of Reading*, 17(5), 350-368.
- Coba Arango, E. C. y Grañeras, M. (Ed.). (2009). *Informe del sistema educativo español 2009* (Vol. 1). Madrid: Ministerio de Educación.
- Cohen, L., Manion, L., y Morrison, K. (2005). *Research Methods in Education*. London-New York: Routledge Falmer.
- Cohen, L., y Dehaene, S. (2004). Specialization within the ventral stream: the case for the visual word form area. *Neuroimage*, 22(1), 466-476.
- Colomé, R., Sans, A., López-Sala, A., y Boix, C. (2009). Trastorno de aprendizaje no verbal: características cognitivo-conductuales y aspectos neuropsicológicos. *Rev Neurol*, 48(Supl 2), S77-81.
- Coltheart, M. E. (1987). *Attention and performance 12: The psychology of reading*. Hillsdale, NJ: Lawrence Erlbaum Associates.
- Coltheart, M., Rastle, K., Perry, C., Langdon, R., y Ziegler, J. (2001). DRC: a dual route cascaded model of visual word recognition and reading aloud. *Psychological Review*, 108(1), 204-256.
- Connelly, V., Gee, D., y Walsh, E. (2007). A comparison of keyboarded and handwritten compositions and the relationship with transcription speed. *British Journal of Educational Psychology*, 77(2), 479-492.
- Cooper, G., y Sweller, J. (1987). Effects of schema acquisition and rule automation on mathematical problem-solving transfer. *Journal of Educational Psychology*, 79(4), 347-356.
- Cruz, M. V. (2011). *ECL-1 y 2. Evaluación de la comprensión lectora*. Madrid: TEA.

- Cuetos, F. (2008). *Psicología de la lectura*. Bilbao: Wolters Kluwer
- Cuetos, F., Ramos Sánchez, J., y Ruano, L. (2002). *PROESC Evaluación de los procesos de escritura*. Madrid: TEA Ediciones.
- Cuetos, F., Rodríguez, B., Ruano, E., y Arribas, D. (2007). *PROLEC-R: Batería de evaluación de los procesos lectores revisada*. Madrid: TEA.
- Cutting, L. E., Eason, S. H., Young, K. M., y Alberstadt, A. L. (2009). Reading comprehension: cognition and neuroimaging. En K. Pugh., y P. McCardle. *How children learn to read* (pp. 195-213). New York: Taylor and Francis Group.
- Darling-Hammond, L. (2000). Teacher quality and student achievement: A review of state policy evidence. Educational Policy Analysis Archives, 8. Retrieved April 2, 2007, from <http://epaa.asu.edu/epaa/v8n1/>
- Davidse, N. J., de Jong, M. T., Shaul, S., y Bus, A. G. (2014). A twin-case study of developmental number sense impairment. *Cognitive Neuropsychology*, 31(3), 221-236.
- Defior Citoler, S. (1991). El desarrollo de las habilidades metalingüísticas. La consciencia fonológica. *Revista Española de Lingüística Aplicada*, 7, 9-23.
- Defior Citoler, S., Fonseca, L., Gottheil, B., Aldrey, A., Rosa, G., y Pujals, M. Jiménez-Fernández, G. y Serrano Chica, FD (2006). *LEE. Test de Lectura y Escritura en Español*. Buenos Aires: Paidós.
- Defior, S. (1994). *Influencia de la codificación fonológica en el aprendizaje de la lectura*. Tesis doctoral. Universidad de Granada.
- (1996). Una clasificación de las tareas utilizadas en la evaluación de las habilidades fonológicas y algunas ideas para su mejora. *Infancia y Aprendizaje*, 73, 49-63.
- (2004). Phonological awareness and learning to read: A crosslinguistic perspective. En P. Bryant y T. Nunes (Eds.) *Handbook on children's literacy* (pp. 631-649). Dordrecht: Kluwer Academic Publishers.
- (2008). ¿Cómo facilitar el aprendizaje inicial de la lectoescritura? Papel de las habilidades fonológicas. *Infancia y Aprendizaje*, 31(3), 333-345.
- (2015). Como mejorar la lectura. *Mente y cerebro*, 70, 16-23.
- Defior, S., y Alegria, J. (2005). Conexión entre morfosintaxis y escritura: cuando la fonología es (casi) suficiente para escribir. *Revista de Logopedia, Foniatria y Audiología*, 25(2), 51-61.
- Defior, S., Alegria, J., Titos, R., y Martos, F. (2008). Using morphology when spelling in a shallow orthographic system: The case of Spanish. *Cognitive Development*, 23(1), 204-215.
- Defior, S.; Gallardo, J. R. y Ortúzar, R. (2003). *Aprendiendo a leer: Materiales de apoyo*. Edición revisada. Nivel 1 y 2 (2 Vols.). Archidona: Aljibe
- Defior, S., Gutiérrez-Palma, N., y Cano-Marín, M.J. (2012). Prosodic awareness skills and literacy acquisition in Spanish. *Journal of Psycholinguistic Research*, 41(4), 285-94.
- Defior, S., Jiménez-Fernández, G., y Serrano, F. (2009). Complexity and lexicality effects on the acquisition of Spanish spelling. *Learning and Instruction*, 19(1), 55-65.
- Defior, S., Justicia, F., y Martos, F. (1998). Desarrollo del reconocimiento de palabras en lectores normales y retrasados en función de diferentes variables lingüísticas. *Infancia y Aprendizaje*, 83, 59-74.
- Defior, S., Martos, F., y Herrera, L. (2000). Influencia de las características del sistema ortográfico español en el aprendizaje de la escritura de palabras The influence of the Spanish orthographic system characteristics on spelling acquisition. *Estudios de Psicología*, 21(3), 55-64.

- Defior, S. y Serrano, F. (2005). The initial development of spelling in Spanish: From Global to Analytical. *Reading and Writing: An Interdisciplinary Journal*, 18(1), 81-98. DOI 10.1007/s11145-004-5893-1.
- (2007). La habilidad de escritura: Palabras y composición escrita. *Enciclopedia de Psicología de la Educación* (pp. 95-126). Archidona: Aljibe.
- (2011). Procesos fonológicos explícitos e implícitos, lectura y dislexia. *Revista Neuropsicología, Neuropsiquiatría y Neurociencias*, 11(1), 79-94.
- (2015, en prensa). Reading acquisition in Spanish. En L. Verhoven y Ch. Perfetti (Eds), *Handbook of Reading Acquisition across Languages and Writing Systems*. Cambridge: Cambridge University Press.
- Defior, S., y Tudela, P. (1994). Effect of phonological training on reading and writing acquisition. *Reading and Writing*, 6(3), 299-320.
- Dehaene, S. (2009). *Reading in the brain: The new science of how we read*. Nueva York, NY: Penguin.
- (2011). *The number sense: How the mind creates mathematics*. Nueva York, NY: Oxford University Press.
- Dehaene, S., Pegado, F., Braga, L. W., Ventura, P., Nunes Filho, G., Jobert, A., ... y Cohen, L. (2010). How learning to read changes the cortical networks for vision and language. *Science*, 330(6009), 1359-1364.
- Dehaene, S., Piazza, M., Pinel, P., y Cohen, L. (2003). Three parietal circuits for number processing. *Cognitive Neuropsychology*, 20(3-6), 487-506.
- Delgado, A., y Prieto, G. (2007). *Introducción a los métodos de investigación de la psicología*. Madrid: Pirámide.
- Denckla, M.B., y Rudel, R. (1976). Rapid "Automatized" Naming (RAN). Dyslexia differentiated from other learning disabilities. *Neuropsychologia*, 14, 471-479.
- Di Betta, A. M., y Romani, C. (2006). Lexical learning and dysgraphia in a group of adults with developmental dyslexia. *Cognitive Neuropsychology*, 23(3), 376-400.
- Docherty, S. J., Davis, O. S. P., Kovas, Y., Meaburn, E. L., Dale, P. S., Petrill, S. A., ... y Plomin, R. (2010). A genome-wide association study identifies multiple loci associated with mathematics ability and disability. *Genes, Brain and Behavior*, 9(2), 234-247.
- DuPaul, G. J., Gormley, M. J., y Laracy, S. D. (2013). Comorbidity of LD and ADHD: Implications of DSM-5 for Assessment and Treatment. *Journal of Learning Disabilities*, 46 (1), 43-51.
- Ebbers, S. M., y Denton, C. A. (2008). A root awakening: vocabulary instruction for older students with reading difficulties. *Learning Disabilities Research and Practice*, 23, 90-102.
- Ebejer, J.L., Coventry, W.L., Byrne, B., Willcutt, E.G., Olson, R.K., Corley, R., y Samuelson, S. (2010). Genetic and Environmental Influences on Inattention, Hyperactivity-Impulsivity, and Reading: Kindergarten to Grade 2. *Scientific Studies of Reading*, 14 (4), 293-316.
- Eckert, M. (2004). Neuroanatomical markers for dyslexia: a review of dyslexia structural imaging studies. *The Neuroscientist*, 10(4), 362-371.
- Edens, K. M., y Potter, E. F. (2013). An exploratory look at the relationships among math skills, motivational factors and activity choice. *Early Childhood Education Journal*, 41(3), 235-243.

- Ehri, L. C. (2005). Development of sight word reading: Phases and findings. En Snowling, M. J., y Hulme, C. (Eds.). (2008). *The science of reading: A handbook* (pp. 135-154). London: John Wiley & Sons.
- (2005). Learning to read words: Theory, findings, and issues. *Scientific Studies of reading*, 9(2), 167-188.
- Eicher, J. D., Powers, N. R., Miller, L. L., Mueller, K. L., Mascheretti, S., Marino, C., ... y Gruen, J. R. (2014). Characterization of the DYX2 locus on chromosome 6p22 with reading disability, language impairment, and IQ. *Human Genetics*, 133, 869-881.
- Elbaum, B., y Vaughn, S. (2001). School-based interventions to enhance the self-concept of students with learning disabilities: A meta-analysis. *The Elementary School Journal*, 101, 303-329.
- (2003). For which students with learning disabilities are self-concept interventions effective?. *Journal of Learning Disabilities*, 36(2), 101-108.
- Elxepuru, I., y Villa, A. (1992). *Autoconcepto y educación. Teoría, medida y práctica pedagógica*. Vitoria-Gasteiz: Gobierno Vasco.
- Elliott, C. D., Smith, P., & McCulloch, K. (1996). British Ability Scales second edition (BAS II): administration and scoring manual. London: NFER-Nelson.
- Engelmann, S., y Osborn, J. (1976). *Distar language I and II*. Chicago: SRA.
- Englert, C. S., Raphael, T. E., Anthony, L. M., y Stevens, D. D. (1991). Making strategies and self-talk visible: Writing instruction in regular and special education classrooms. *American Educational Research Journal*, 28(2), 337-372.
- Englert, C. S., y Raphael, T. E. (1989). Developing successful writers through cognitive strategy instruction. *Advances in Research on Teaching*, 1, 105-151.
- Esnaola, I., Goñi, A., y Madariaga, J. M. (2008). El autoconcepto: perspectivas de investigación. *Revista de Psicodidáctica*, 24, 69-96.
- Fayol, M., Thevenin, M. G., Jarousse, J. P., y Totereau, C. (1999). From learning to teaching to learning French written morphology. En T. Nunes (Ed.), *Learning to read: An integrated view from research and practice* (pp. 43-63). Springer Netherlands.
- Fecica, A. M., y O'Neill, D. K. (2010). A step at a time: Preliterate children's simulation on narrative movement during story comprehension. *Cognition*, 116, 368-381.
- Fernández González, O. M., Martínez-Conde Beluzan, M., y Melipillán Aranedá, R. (2009). Estrategias de aprendizaje y autoestima: su relación con la permanencia y deserción universitaria. *Estudios Pedagógicos*, 35(1), 27-45.
- Ferrari, M., Bouffard, T., y Rainville, L. (1998). What makes a good writer? Differences in good and poor writers' self-regulation of writing. *Instructional Science*, 26(6), 473-488.
- Fidalgo, R., y García, J. N. (2006). Instrumento de evaluación de los procesos metacognitivos en la escritura-EPME. En F. Bacaicoa, y J. Uriarte (Eds.), *Psicología del Aprendizaje* (pp. 375-384). Badajoz: Psicoex.
- Fletcher, J. M. (2013). Classification and Identification of Learning Disabilities. En B. Wong (Ed.), *Learning about Learning Disabilities (Fourth Edition)*, (pp. 1-25). Netherlands: Elsevier.
- Fletcher, J. M., Coulter, W. A., Reschly, D. J., y Vaughn, S. (2004). Alternative approaches to the definition and identification of learning disabilities: Some questions and answers. *Annals of Dyslexia*, 54(2), 304-331.

- Fletcher, J. M., Lyon, G. R., Fuchs, L. S., & Barnes, M. A. (2006). *Learning disabilities: From identification to intervention*. Guilford Press.
- Fletcher, J. M., y Morris, R. (1986). Classification of disabled learners: Beyond exclusionary definitions. En S. J. Ceci (Ed.), *Handbook of cognitive, social, and neuropsychological aspects of learning disabilities* (pp. 55-80). London: Routledge.
- Flower, L., y Hayes, J. R. (1981). Plans that guide the composing process. *Writing: the nature, development, and teaching of written communication*, 2, 39-58.
- Francis, D. J., Shaywitz, S. E., Stuebing, K. K., Shaywitz, B. A., y Fletcher, J. M. (1996). Developmental lag versus deficit models of reading disability: A longitudinal, individual growth curves analysis. *Journal of Educational Psychology*, 88(1), 3-17.
- Friend, A., DeFries, J. C., Wadsworth, S. J., y Olson, R. K. (2007). Genetic and environmental influences on word recognition and spelling deficits as a function of age. *Behavior Genetics*, 37(3), 477-486.
- Friend, A., DeFries, J. C., y Olson, R. K. (2008). Parental education moderates genetic influences on reading disability. *Psychological Science*, 19(11), 1124-1130.
- Frith, U. (1985). Beneath the surface of developmental dyslexia. En K. Patterson, J. Marshall, y M. Coltheart (Eds.), *Surface dyslexia* (301-330). Hillsdale, NJ: Lawrence Erlbaum Associates.
- (1999). Paradoxes in the definition of dyslexia. *Dyslexia*, 5, 192-214.
- Frostig, M. y Horne, D. (1964). *The Frostig Program for the Development of Visual Perception*. Chicago: Follett.
- Frye, R. E., Hasan, K., Xue, L., Strickland, D., Malmberg, B., Liederman, J., & Papanicolaou, A. (2008). Splenium microstructure is related to two dimensions of reading skill. *Neuroreport*, 19(16), 1627-1631.
- Fuchs, D., y Fuchs, L. S. (2006). Introduction to response to intervention: What, why, and how valid is it? *Reading Research Quarterly*, 41(1), 93-99.
- Fuchs, L. S., Fuchs, D., Hosp, M. K., y Jenkins, J. R. (2001). Oral reading fluency as an indicator of reading competence: A theoretical, empirical, and historical analysis. *Scientific Studies of Reading*, 5(3), 239-256.
- Fuchs, L. S., Fuchs, D., Prentice, K., Burch, M., Hamlett, C. L., Owen, R., y Schroeter, K. (2003). Enhancing third-grade student mathematical problem solving with self-regulated learning strategies. *Journal of Educational Psychology*, 95(2), 306.
- Fuchs, L. S., Fuchs, D., y Compton, D. L. (2012). The early prevention of mathematics difficulty: Its power and limitations. *Journal of Learning Disabilities*, 45 (3), 257-269.
- Fuchs, L. S., Powell, S. R., Seethaler, P. M., Cirino, P. T., Fletcher, J. M., Fuchs, D., y Hamlett, C. L. (2010). The effects of strategic counting instruction, with and without deliberate practice, on number combination skill among students with mathematics difficulties. *Learning and Individual Differences*, 20(2), 89-100.
- Frye, R. E., Liederman, J., Malmberg, B., McLean, J., Strickland, D., & Beauchamp, M. S. (2010). Surface area accounts for the relation of gray matter volume to reading-related skills and history of dyslexia. *Cerebral Cortex*, 20(11), 2625-2635.
- Gabrieli, J. D. (2009). Dyslexia: a new synergy between education and cognitive neuroscience. *Science*, 325(5938), 280-283.
- Galaburda, A. M., LoTurco, J., Ramus, F., Fitch, R. H., y Rosen, G. D. (2006). From genes to behavior in developmental dyslexia. *Nature Neuroscience*, 9(10), 1213-1217.

- Galaburda, A.M., Sherman, G.F., Rosen, G.D., Aboitiz, F., y Geschwind N. (1985). Developmental dyslexia: four consecutive patients with cortical anomalies. *Annals of Neurology*, 18, 222–33.
- Gallistel, C. R., y Gelman, R. (2005). *Mathematical Cognition*. Cambridge University Press.
- García, J. R., Bustos, A., y Sánchez, E. (2013). The contribution of knowledge about anaphors, organizational signals, and refutations to reading comprehension. *Journal of Research in Reading*. Publicación online. doi: 10.1111/1467-9817.12021.
- García, J., García, O., Gonzales, D., Jiménez, A., Jimenéz, E. y Gonzales, M. (2009). *Baterías para la evaluación de la Competencia Matemática. EVAMAT*. Madrid: EOS.
- García, J.F. y Musitu, G. (1999). *AF5. Autoconcepto forma 5*. Madrid: TEA ediciones.
- García Madruga, J. A., Gárate, M., Elosúa, M. R., Luque, J. L., & Gutiérrez, F. (1999). *Comprensión lectora y memoria operativa*. Barcelona: Paidós.
- Gathercole, S. E., & Alloway, T. P. (2008). *Working memory and learning: A practical guide*. London: Sage Press.
- Geary, D. C. (2004). Mathematics and learning disabilities. *Journal of Learning Disabilities*, 37(1), 4–15.
- (2010). Mathematical disabilities: Reflections on cognitive, neuropsychological, and genetic components. *Learning and Individual Differences*, 20 (2), 130–133.
- (2011). Cognitive predictors of achievement growth in mathematics: a 5-year longitudinal study. *Developmental Psychology*, 47(6), 1539.
- Geary, D. C., Bailey, D. H., y Hoard, M. K. (2009). Predicting mathematical achievement and mathematical learning disability with a simple screening tool the number sets test. *Journal of Psychoeducational Assessment*, 27(3), 265–279.
- Geary, D. C., y Hoard, M. K. (2002). Learning disabilities in basic mathematics. *Mathematical Cognition*, 93–115.
- Gelman, R. & Gallistel, C.R. (1978). *The child's understanding of number*. Cambridge, MA: Harvard University Press.
- Gentry, J. R. (1987). *Spel... Is a Four-Letter Word*. Portsmouth, NH: Heinemann Educational Books.
- Gillingham, A., y Stillman, B. W. (1936). *Remedial Work for Reading, Spelling and Penmanship*. London: Sackett & Wilhelms.
- Ginsburg, H.P. y Baroody, A.J. (2003). *Test of Early Mathematics Ability—Third edition (TEMA-3)*. Austin, TX: PRO-ED.
- Golden, C.J. (1981). Luria-Nebraska children's battery. En G.W. Hynd y J.E. Obrzut (Eds.), *Neuropsychological assessment and the school age child* (pp. 277–302). New York: Grune y Stratton.
- Gómez, E.; Defior, S., y Serrano, F. (2011). Mejorar la fluidez lectora en dislexia: diseño de un programa de intervención en español. *Escritos de Psicología*, 4(2), 65–73.
- Gómez-Chacón, I. M., García-Madruga, J. A., Vila, J. O., Elosúa, M., y Rodríguez, R. (2014). The dual processes hypothesis in mathematics performance: Beliefs, cognitive reflection, working memory and reasoning. *Learning and Individual Differences*, 29, 67–73.
- González-Pienda, J. A., Núñez, J. C., González-Pumariega, S., Álvarez, L., Rocas, C., García, M., González, P., Cabanach, R. G., Valle, A., (2000). Autoconcepto, proceso de atribución causal y metas académicas en niños con y sin dificultades de aprendizaje. *Psicothema*, 12 (4), 548–556.

- González Seijas, R. M. (2002). *Poder escribir. Programa de entrenamiento de los procesos cognitivos de la escritura*. Libro del Educador. Madrid: EOS.
- González-Trujillo, M. C., Calet, N., Defior, S., y Gutiérrez-Palma, N. (2014). Scale of reading fluency in Spanish: measuring the components of fluency/Escala de fluidez lectora en español: midiendo los componentes de la fluidez. *Estudios de Psicología*, 35(1), 104-136.
- González-Trujillo, M.C. (2005). *Comprensión lectora en niños: Morfosintaxis y Prosodia en acción*. Tesis doctoral. Universidad de Granada. <http://hera.ugr.es/tesisugt/15808932.pdf>.
- Goñi, E., y Fernández, A. (2007). Los dominios social y personal del autoconcepto. *Revista de Psicodidáctica*, 12, 179-194.
- Gooch, D., Hulme, C., Nash, H. M., y Snowling, M. J. (2014). Comorbidities in preschool children at family risk of dyslexia. *Journal of Child Psychology and Psychiatry*, 55(3), 237-246.
- Good, R. H., y Kaminski, R. (2002). *Dynamic Indicators of Basic Early Literacy Skills 6th Edition (DIBELS)*. Eugene, OR: Institute for the Development of Educational Achievement. <http://dibels.uoregon.edu>.
- Goodwin, A. P., y Ahn, S. (2013). A meta-analysis of morphological interventions in English: Effects on literacy outcomes for school-age children. *Scientific Studies of Reading*, 17(4), 257-285.
- Goswami, U. (2008). *Foresight Mental Capital and Wellbeing Project. Learning Difficulties: Future Challenges*. Government Office for Science.
- (2011). A temporal sampling framework for developmental dyslexia. *Trends in cognitive sciences*, 15(1), 3-10.
- Goswami, U., y Bryant, P. (1989). The interpretation of studies using the reading level design. *Journal of Literacy Research*, 21(4), 413-424.
- Goswami, U., Wang, H. L. S., Cruz, A., Fosker, T., Mead, N., y Huss, M. (2011). Language-universal sensory deficits in developmental dyslexia: English, Spanish, and Chinese. *Journal of Cognitive Neuroscience*, 23(2), 325-337.
- Gottheil, Fonseca, Aldrey, Lagomarsino, Pujals, Pueyrredón et al. (2011). *Programa Lee Comprensivamente*. Buenos Aires: Paidós.
- Graesser, A. C., Singer, M., y Trabasso, T. (1994). Constructing inferences during narrative text comprehension. *Psychological Review*, 101, 371-395.
- Graham, S., Berninger, V. W., Abbott, R. D., Abbott, S. P., y Whitaker, D. (1997). Role of mechanics in composing of elementary school students: A new methodological approach. *Journal of Educational Psychology*, 89(1), 170-182.
- Graham, S., MacArthur, C. A., y Fitzgerald, J. (Eds.) (2013). *Best practices in writing instruction*. Guilford Press.
- Graham, S., y Harris, K. R. (1999). Assessment and intervention in overcoming writing difficulties: An illustration from the self-regulated strategy development model. *Language, Speech and Hearing Services in Schools*, 30, 255-264.
- (2000). The role of self-regulation and transcription skills in writing and writing development. *Educational Psychologist*, 35(1), 3-12.
- Grant, P.A. y Grant, P.B. (2010). Educating Children with Specific Learning Disabilities. En B. McGaw, E. L. Baker, y P. L. Peterson (Eds.), *International Encyclopedia of Education*, (pp. 646-653). London: Elsevier.

- Grigorenko, E. L., Klin, A., y Volkmar, F. (2003). Annotation: Hyperlexia: disability or superability? *Journal of Child Psychology and Psychiatry*, 44, 1079-1091.
- Grigorenko, E.L. (2001). Developmental dyslexia: an update on genes, brains and environments. *Journal of Child Psychology and Psychiatry*, 42(1), 91-125.
- Guay, F., Larose, S., y Boivin, M. (2004). Academic self-concept and educational attainment level: A ten-year longitudinal study. *Self and Identity*, 3(1), 53-68.
- Gutiérrez, F., García Madruga, J. A., Elosúa, R., Luque, J. L., y Gárate, M. (2002). Memoria operativa y comprensión lectora: algunas cuestiones básicas. *Acción Psicológica*, 1(1), 45-68.
- Gutiérrez-Palma, N. (2005). Acento y estructura silábica: un estudio con niños. *Electronic Journal of Research in Educational Psychology*, 3(6), 91-108.
- Gutiérrez Palma, N., Defior, S., Calet, N. (2010). Conciencia de la prosodia y adquisición de los signos de puntuación. IV Seminario Andaluz de Investigación en Lectoescritura. Cádiz, 23 septiembre, 2010.
- (2015, en prensa). Prosodic skills and literacy acquisition in Spanish. En J. Thompson y L. Jarmulowicz (Eds.), *Linguistic Rhythm and Literacy*. Netherlands: John Benjamin Publishers.
- Gutiérrez-Palma, N., y Palma Reyes, A. (2007). Stress sensitivity and reading performance in Spanish: A study with children. *Journal of Research in Reading*, 30(2), 157-168.
- Gutierrez-Palma, N., Raya-Garcia, M., y Palma-Reyes, A. (2009). Detecting stress patterns is related to children's performance on reading tasks. *Applied Psycholinguistics*, 30(01), 1-21.
- Halberda, J., Mazzocco, M. M., y Feigenson, L. (2008). Individual differences in non-verbal number acuity correlate with maths achievement. *Nature*, 455(7213), 665-668.
- Hallahan, D. P., y Mock, D. R. (2003). A brief history of the field of learning disabilities. En H. L. Swanson, K. R. Harris, y S. Graham (Eds.), *Handbook of learning disabilities* (pp. 16-29). New York: Guilford Press
- Hansen, J., y Pearson, P. D. (1983). An instructional study: improving the inferential comprehension of good and poor fourth grade readers. *Journal of Educational Psychology*, 75, 821-829.
- Harlaar, N., Trzaskowski, M., Dale, P. S., y Plomin, R. (2014). Word Reading Fluency: Role of Genome-Wide Single-Nucleotide Polymorphisms in Developmental Stability and Correlations with Print Exposure. *Child Development*, 85 (3), 1190-1205.
- Harm, M. W., y Seidenberg, M. S. (2004). Computing the meanings of words in reading: cooperative division of labor between visual and phonological processes. *Psychological Review*, 111(3), 662-720.
- Harrar, V., Tammam, J., Pérez-Bellido, A., Pitt, A., Stein, J., y Spence, C. (2014). Multi-sensory Integration and Attention in Developmental Dyslexia. *Current Biology*. 24(5), 531-535.
- Harris, R. (1986). *The origin of writing*. London: Duckworth.
- Hauser, M. D., Carey, S., y Hauser, L. B. (2000). Spontaneous number representation in semi-free-ranging rhesus monkeys. *Proceedings of the Royal Society of London. Series B: Biological Sciences*, 267(1445), 829-833.
- Hausller, I. y Milicic, N. (1996). *Confiar en uno mismo: programa de autoestima*. Chile: Dolmen Educación.

- Hawke, J. L., Wadsworth, S. J., y DeFries, J. C. (2006). Genetic influences on reading difficulties in boys and girls: the Colorado twin study. *Dyslexia*, 12(1), 21-29.
- Haworth, C. M. A., Wright, M. J., Luciano, M., Martin, N. G., De Geus, E. J. C., Van Beijsterveldt, C. E. M., ... y Plomin, R. (2009). The heritability of general cognitive ability increases linearly from childhood to young adulthood. *Molecular Psychiatry*, 15(11), 1112-1120.
- Hayes, J. R. (1996). A new framework for understanding cognition and affect in writing. En C.M. Levy, S. Ransdell (Eds.), *The Science of Writing: Theories, Methods, Individual Differences, and Applications*, (pp. 1-28). Mahwah, NJ: Lawrence Erlbaum.
- (2012). Modeling and remodeling writing. *Written Communication*, 29(3), 369-388.
- Hayes, J. R., y Chenoweth, N. A. (2006). Is working memory involved in the transcribing and editing of texts?. *Written Communication*, 23(2), 135-149.
- Hayes, J. R., y Flower, L. S. (1980). Identifying the organization of writing processes. En L. W. Gregg y E. R. Setinberg (Eds.), *Cognitive processes in writing* (pp. 3-30). Hillsdale, NJ: Erlbaum.
- Hermoye, L., Wakana, S., Laurent, J. P., Jiang, H., Cosnard, G., van Zijl, P., y Mori, S. (2015, 15 de enero). White Matter Atlas. Recuperado de: [http://www.dtiatlas.org/Hinshelwood, J. \(1895\). Word-blindness and visual memory. Lancet, 2, 1564-1570.](http://www.dtiatlas.org/Hinshelwood, J. (1895). Word-blindness and visual memory. Lancet, 2, 1564-1570.)
- Hinshelwood, J. (1917). *Congenital word-blindness*. London: Lewis.
- Holliman, A., Critten, S., Lawrence, T., Harrison, E., Wood, C., & Hughes, D. (2014). Modeling the relationship between prosodic sensitivity and early literacy. *Reading Research Quarterly*, 49(4), 469-482.
- Holloway, I. D., y Ansari, D. (2009). Mapping numerical magnitudes onto symbols: The numerical distance effect and individual differences in children's mathematics achievement. *Journal of Experimental Child Psychology*, 103(1), 17-29.
- Hoover, W. A., y Gough, P. B. (1990). The simple view of reading. *Reading and Writing: An Interdisciplinary Journal*, 2, 127-160.
- Hruby, G. G., y Goswami, U. (2011). Neuroscience and reading: A review for reading education researchers. *Reading Research Quarterly*, 46(2), 156-172.
- Hudson, R. F., Lane, H. B., y Pullen, P. C. (2005). Reading fluency assessment and instruction: What, why, and how? *The Reading Teacher*, 58(8), 702-714.
- Huerta, E., y Matamala, A. (1990). *Programa de estimulación de la comprensión lectora*. Madrid: Visor.
- Huey, E. B. (1908). *The psychology and pedagogy of reading*. New York: The Macmillan Company.
- Hugdahl, K., Synnevag, B., y Satz, P. (1990). Immune and autoimmune diseases in dyslexic children. *Neuropsychologia*, 28, 673-679.
- Hulme, C., y Snowling, M. J. (2009). *Developmental disorders of language, learning and cognition*. London: John Wiley & Sons.
- Idan, O., y Margalit, M. (2014). Socioemotional Self-Perceptions, Family Climate, and Hopeful Thinking Among Students With Learning Disabilities and Typically Achieving Students From the Same Classes. *Journal of learning disabilities*, 47(2), 136-152.
- Ingesson, S. G. (2007). Growing Up with Dyslexia Interviews with Teenagers and Young Adults. *School Psychology International*, 28(5), 574-591.

- Iribarren, I., Jarema, G., y Lecours, A. R. (2001). Two different dysgraphic syndromes in a regular orthography, Spanish. *Brain and Language*, 77(2), 166-175.
- Jiménez, J. E., Antón, L., Díaz, A., Díaz, J., Rojas, E., Estévez, A., García, A. I., García, E., Guzmán, R., Hernández-Valle, I., Ortiz, M. R., O'Shanahan, I., y Rodrigo, M. (2007). *TRADISLEXIA: un videojuego interactivo para el tratamiento de la dislexia* [Software informático]. Universidad de La Laguna.
- Jiménez, JE (2010). Response to Intervention (RtI) Model: A promising alternative for identifying students with learning disabilities? *Psicothema*, 22, 932-934.
- Jimenez, J.E., y Garcia, A.I. (1999). Is IQ-achievement discrepancy relevant in the definition of arithmetic learning disabilities? *Learning Disability Quarterly*, 22, 291-301.
- Jiménez, J. E., Guzmán, R., Rodríguez, C., y Artilles, C. (2009). Prevalencia de las dificultades específicas de aprendizaje: la dislexia en español. *Anales de psicología*, 25(1), 78-85.
- Jiménez, J.E., y Rodrigo, M. (1994). Is it true that the differences in reading performance between students with and without LD cannot be explained by IQ? *Journal of Learning Disabilities*, 27, 155-163.
- Jiménez-Fernández, G., Defior, S., Cantos, I., y Serrano, F. (2006). Las complejidades del lenguaje escrito: comparación entre lectura y escritura. *Usos sociales del lenguaje y aspectos psicolingüísticos: Perspectivas aplicadas* (pp. 343-352). Palma de Mallorca: Universidad de Palma de Mallorca.
- Jiménez-Fernández, G., Gutiérrez-Palma, N., y Defior, S. (2015). Impaired stress awareness in Spanish children with developmental dyslexia. *Research in Developmental Disabilities*, 37, 152-161.
- Johnson, D. J., y Myklebust, H. R. (1967). *Learning Disabilities; Educational Principles and Practices*. New York: Grune and Stratton.
- Hooper, S. R., Swartz, C. W., Montgomery, J. W., y Reed, M. S. (1993). Prevalence of writing problems across three middle school samples. *School Psychology Review*, 22(4), 610-622.
- Jordan, N. (2007). Do words count? Connections between mathematics and reading difficulties. En D. Berch y Mazzocco (Eds.), *Why is Math so Hard for Some Children?* (pp. 107-120). Baltimore, MD: Paul H. Brookes.
- Jordan, N. C., Glutting, J., y Ramineni, C. (2010). The importance of number sense to mathematics achievement in first and third grades. *Learning and Individual Differences*, 20(2), 82-88.
- Jordan, N. C., Hanich, L. B., y Kaplan, D. (2003). A longitudinal study of mathematical competencies in children with specific mathematics difficulties versus children with comorbid mathematics and reading difficulties. *Child Development*, 74(3), 834-850.
- Jordan, N. C., Kaplan, D., Locuniak, M. N., y Ramineni, C. (2007). Predicting first-grade math achievement from developmental number sense trajectories. *Learning Disabilities Research y Practice*, 22(1), 36-46.
- Jordan, N. C., Kaplan, D., Nabors Olah, L., y Locuniak, M. N. (2006). Number sense growth in kindergarten: A longitudinal investigation of children at risk for mathematics difficulties. *Child Development*, 77(1), 153-175.
- Jordan, N. C., Kaplan, D., Ramineni, C., y Locuniak, M. N. (2009). Early math matters: kindergarten number competence and later mathematics outcomes. *Developmental Psychology*, 45(3), 850-867.

- Joshi, R. M., y Aaron, P. G. (2000). The component model of reading: simple view of reading made a little more complex. *Reading Psychology*, 21, 85-97.
- Just, M. A., y Carpenter, P. A. (1987). *The psychology of reading and language comprehension*. Allyn y Bacon.
- Justicia, F. J. (1995). *El desarrollo del vocabulario: Diccionario de frecuencias*. Granada: Universidad de Granada.
- Justicia, F., Defior, S., Pelegrina, S., y Martos, F. J. (1999). The sources of error in Spanish writing. *Journal of Research in Reading*, 22(2), 198-202.
- Justicia, F., Defior, S., y Pelegrina, S. (1994). Análisis de los errores de escritura en la fase inicial de su adquisición. En *Actas del Congreso nacional de Lingüística Aplicada*. Valladolid: Servicio de Publicaciones de la Universidad de Valladolid.
- Kairaluoma, L., Ahonen, T., Aro, M., y Holopainen, L. (2007). Boosting Reading Fluency: An intervention case study a subword level. *Scandinavian Journal of Educational Research*, 51 (3), 253-274.
- Kame'enui, E. J., y Simmons, D. C. (2001). Introduction to this special issue: The DNA of reading fluency. *Scientific Studies of Reading*, 5(3), 203-210.
- Karni, A., Morocz, I. A., Bitan, T., Shaul, S., Kushnir, T., y Breznitz, Z. (2005). An fMRI study of the differential effects of word presentation rates (reading acceleration) on dyslexic readers' brain activity patterns. *Journal of Neurolinguistics*, 18(2), 197-219.
- Katz, L., Brancazio, L., Irwin, J., Katz, S., Magnuson, J., y Whalen, D. H. (2012). What lexical decision and naming tell us about reading. *Reading and writing*, 25(6), 1259-1282.
- Kaufer, D. S., Hayes, J. R., y Flower, L. (1986). Composing written sentences. *Research in the Teaching of English*, 121-140.
- Kauffman, J. M. (1999). Commentary: Today's special education and its messages for tomorrow. *The Journal of Special Education*, 32, 244-254.
- Kaufman, A. y Kaukman, N. (1994). *Kaufman Brief Intelligence Test (K-BIT)*. Circle Pine, MN: American Guidance Service. Traducción castellano, 1997. Test Breve de Inteligencia de Kaufman. Madrid: TEA.
- Kaufmann, L., Wood, G., Rubinsten, O., y Henik, A. (2011). Meta-analyses of developmental fMRI studies investigating typical and atypical trajectories of number processing and calculation. *Developmental Neuropsychology*, 36(6), 763-787.
- Kavale, K. y Forness, S. (2000). History, rhetoric and reality: Analysis of the inclusion debate. *Remedial and Special Education*, 21 (5), 279-296.
- Kearns, D. M., Lemons, C., Fuchs, D., & Fuchs, L. S. (2014). Responsiveness-to-intervention (RTI) is a common way to think about preventing academic difficulties disabilities (SLD). *Essentials of Planning, Selecting, and Tailoring Interventions for Unique Learners*, 56. John Wiley & Sons
- Keenan, J. M. (1986). Development of microstructure processes in children's reading comprehension: Effect of number of different arguments. *Journal of Experimental Psychology: Learning, Memory and Cognition*, 12, 614-622.
- Kim, C., y Pekrun, R. (2014). Emotions and motivation in learning and performance. En *Handbook of research on educational communications and technology* (pp. 65-75). New York: Springer.

- Kintsch, W. (2004) The Construction-Integration model of text comprehension and its implications for instruction. En R. Ruddell y N. Unrau (Eds.), *Theoretical Models and Processes of Reading* (5ª Edición). Newark, USA: International Reading Association.
- Kintsch, W., y Greeno, J. G. (1985). Understanding and solving word arithmetic problems. *Psychological Review*, 92, 109-129.
- Kintsch, W., y Rawson, K. A. (2005). Comprehension. En M. J. Snowling y C. Hulme (Eds.), *The science of reading: A handbook* (pp. 209-226). Malden, MA: Blackwell.
- Kintsch, W., y van Dijk, T. A. (1978). Toward a model of text comprehension and production. *Psychological Review*, 85, 363-394.
- Kirby, J. R., Deacon, S. H., Bowers, P. N., Izenberg, L., Wade-Woolley, L., & Parrila, R. (2012). Children's morphological awareness and reading ability. *Reading and Writing*, 25(2), 389-410.
- Kirk, S. A., y Chalfant, J. (1984). *Academic and developmental learning disabilities*. Denver: Love.
- Kirk, S., McCarthy, J., y Kirk, W. (1968). *The Illinois Test of Psycholinguistic Abilities*. (Rev. Ed.) Urbana: Univ. of Ill. Press.
- Kirk, S.A. (1962). *Educating exceptional children*. Boston: Houghton Mifflin.
- Kirk, S.A. y Kirk, W.D. (1971). *Psycholinguistic learning disabilities: Diagnosis and remediation*. Chicago: University of Chicago Press.
- Knops, A., y Willmes, K. (2014). Numerical ordering and symbolic arithmetic share frontal and parietal circuits in the right hemisphere. *NeuroImage*, 84, 786-795.
- Kolić-Vehovec, S., Bajšanski, I., y Zubković, B. R. (2010). Metacognition and reading comprehension: Age and gender differences. En A. Efklides y Misailidi, P. (Eds.), *Trends and Prospects in Metacognition Research* (pp. 327-344). New York: Springer.
- Kovas, Y., Haworth, C. M., Dale, P. S., Plomin, R., Weinberg, R. A., Thomson, J. M., y Fischer, K. W. (2007). The genetic and environmental origins of learning abilities and disabilities in the early school years. *Monographs of the Society for research in Child Development*, i-156.
- Kratochwill, T. R., Clements, M. A., y Kalymon, K. M. (2007). Response to intervention: Conceptual and methodological issues in implementation. En S. R. Jimerson, M. Burns, K., y A. M. VanDerHeyden, *Handbook of response to intervention* (pp. 25-52). Nueva York: Springer US.
- Kuhn, M. R., y Stahl, S. A. (2003). Fluency: A review of developmental and remedial practices. *Journal of Educational Psychology*, 95(1), 3-10.
- Kujala, J., Gross, J., y Salmelin, R. (2008). Localization of correlated network activity at the cortical level with MEG. *Neuroimage*, 39(4), 1706-1720.
- Kussmaul, A. (1877). Word deafness and word blindness. En H. von Ziemssen (Ed.), *Cyclopedia of the practice of medicine*, 14 (pp. 770-778). New York: William Wood.
- LaBerge, D., y Samuels, S. J. (1974). Toward a theory of automatic information processing in reading. *Cognitive Psychology*, 6(2), 293-323.
- Landerl, K., Fussenegger, B., Moll, K., y Willburger, E. (2009). Dyslexia and dyscalculia: Two learning disorders with different cognitive profiles. *Journal of Experimental Child Psychology*, 103(3), 309-324.

- Landerl, K., Göbel, S. M., y Moll, K. (2013). Core deficit and individual manifestations of developmental dyscalculia (DD): the role of comorbidity. *Trends in Neuroscience and Education*, 2(2), 38-42.
- Landerl, K., y Wimmer, H. (2008). Development of word reading fluency and spelling in a consistent orthography: An 8-year follow-up. *Journal of Educational Psychology*, 100(1), 150-161.
- Landi, N., Frost, S. J., Menc, W. E., Sandak, R., y Pugh, K. R. (2013). Neurobiological bases of reading comprehension: Insights from neuroimaging studies of word level and text level processing in skilled and impaired readers. *Reading and Writing Quarterly*, 29, 145-167.
- Langer, N., Benjamin, C., Minas, J., y Gaab, N. (2013). The Neural Correlates of Reading Fluency Deficits in Children. *Cerebral Cortex*, bht330.
- Lázaro, A. (2009). *Prueba de comprensión lectora*. Madrid: TEA.
- Leary, M. R. (2012). *Introduction to behavioral research methods*. Boston: Pearson.
- Lecuona Naranjo, M. P. (1998). *Pensar para escribir. Un programa de enseñanza para la composición escrita*. Ministerio de Educación y Cultura. CIDE.
- León, J. A., Escudero, I., y Olmos, R. (2011). *ECOMPLEC. Evaluación de la comprensión lectora*. Madrid: TEA.
- León, O. G., y Montero, I. (2007). *Métodos de investigación en psicología y educación*. Madrid: McGraw-Hill.
- Lerner, J.W. (1985). *Learning disabilities: Theories, diagnosis, and teaching strategies*. Boston: Houghton Mifflin.
- Llorens, A. C., Gil, L., Vidal-Abarca, E., Martínez, T., Mañá, A., y Gilabert, R. (2011). Prueba de competencia lectora para educación secundaria (CompLEC). *Psicothema*, 23, 808-817.
- Lobier, M., Zoubrinetzky, R., y Valdois, S. (2012). The visual attention span deficit in dyslexia is visual and not verbal. *Cortex*, 48(6), 768-773.
- Longcamp, M., Boucard, C., Gilhodes, J. C., y Velay, J. L. (2006). Remembering the orientation of newly learned characters depends on the associated writing knowledge: A comparison between handwriting and typing. *Human Movement Science*, 25(4), 646-656.
- López-Escribano, C. (2007). Contribuciones de la neurociencia al diagnóstico y tratamiento educativo de la dislexia del desarrollo. *Rev Neurol*, 44(3), 173-80.
- (2012). Escritura. En F. Cuetos (Coord.), *Neurociencia del lenguaje. Bases neurológicas e implicaciones clínicas*, 153-169. Madrid: Ed. Médica Panamericana.
- Luck, S. J. (2005). Ten simple rules for designing ERP experiments. *Event-related potentials: A methods handbook*. MIT press.
- Luria, A.R. (1973). *The working brain*. New York: Basic Books.
- Lyon, G.R. (1985). Learning disabilities research: False starts and broken promises. En S. Vaughn y C. Bos (Eds.), *Research in learning disabilities: Issues and future directions* (pp. 69-83). Boston: Little, Brown.
- Lyon, R. (1987). Severe discrepancy: Theoretical psychometric, developmental, and educational issues. *Learning Disability Research*, 3, 10-11.
- Lyytinen, H., Erskine, J., Ahonen, T., Aro, M., Eklund, K., Guttorm, T., ... y Viholainen, H. (2008). Early identification and prevention of dyslexia: Results from a prospective

- follow-up study of children at familial risk for dyslexia. En G. Reid, A. Fawcett, F. Manis, y L. Siegel (Eds.), *The SAGE handbook of dyslexia*, (pp. 121-146). Sage.
- MacArthur, C. A., y Graham, S. (1987). Learning Disabled Students' Composing Under Three Methods of Text Production Handwriting, Word Processing, and Dictation. *The Journal of Special Education*, 21(3), 22-42.
- Maestú, C., Gómez-Utrero, E., Piñeiro, R., y Sola, R. G. (1999). Magnetoencefalografía: una nueva técnica de diagnóstico funcional en neurociencia. *Rev Neurol*, 28(11), 1077-1090.
- Maisog, J. M., Einbinder, E. R., Flowers, D. L., Turkeltaub, P. E., y Eden, G. F. (2008). A Meta-analysis of Functional Neuroimaging Studies of Dyslexia. *Annals of the New York Academy of Sciences*, 1145(1), 237-259.
- Margolis, H., y McCabe, P. P. (2003). Self-efficacy: A key to improving the motivation of struggling learners. *Preventing School Failure: Alternative Education for Children and Youth*, 47(4), 162-169.
- Markman, E. M. (1979). Realizing you don't understand: Elementary school children's awareness of inconsistencies. *Child Development*, 50, 643-655.
- Marsh, H. W. (1992). *Self Description Questionnaire (SDQ) II: A theoretical and empirical basis for the measurement of multiple dimensions of adolescent self-concept. A test manual and research monograph*. New South Wales, Australia: University of Western Sydney.
- Marsh, H. W., Barnes, J., Cairns, L., y Tidman, M. (1984). Self-Description Questionnaire: Age and sex effects in the structure and level of self-concept for preadolescent children. *Journal of Educational psychology*, 76(5), 940-956.
- Marsh, H. W., y Hau, K. T. (2003). Big-Fish--Little-Pond effect on academic self-concept: A cross-cultural (26-country) test of the negative effects of academically selective schools. *American Psychologist*, 58(5), 364-376.
- Martín, E. (1993). *Leer para comprender y aprender: Programa de comprensión de textos*. Madrid: CEPE.
- Martin, F., Pratt, C., y Fraser, J. (2000). The use of orthographic and phonological strategies for the decoding of words in children with developmental dyslexia and average readers. *Dyslexia*, 6(4), 231-247.
- Martín, J. A., y García, E. (2004). *Diccionario frecuencias del castellano escrito en niños de 6 a 12 años*. Salamanca: Universidad Pontificia de Salamanca.
- Martínez González, J. A. (2010). Relación entre la actitud, el autoconcepto y los valores con el rendimiento académico de estudiantes universitarios en el marco del EEES. *Cuadernos de Educación y Desarrollo*, 2, 19-26.
- Martínez, T., Vidal-Abarca, E., Sellés, P., y Gilabert, R. (2008). Evaluación de las estrategias y los procesos de comprensión: el test de procesos de comprensión (TPC). *Infancia y Aprendizaje*, 31(3), 319-332.
- Mascheretti, S., Riva, V., Giorda, R., Beri, S., Lanzoni, L. F. E., Cellino, M. R., y Marino, C. (2014). KIAA0319 and ROBO1: evidence on association with reading and pleiotropic effects on language and mathematics abilities in developmental dyslexia. *Journal of Human Genetics*, 59(4), 189-197.
- Mateos, R. (1993). *Dyslexia y hormonas*. Tesis doctoral. Universidad Complutense de Madrid.

- Mattingly, I. G. (1972). *Reading, the linguistic process, and linguistic awareness*. Cambridge, MA: MIT Press.
- Maurer, U., Brandeis, D., y McCandliss, B. D. (2005). Fast, visual specialization for reading in English revealed by the topography of the N170 ERP response. *Behav. Brain Funct*, 1(1), 13-16.
- Maurer, U., Zevin, J. D., y McCandliss, B. D. (2008). Left-lateralized N170 effects of visual expertise in reading: evidence from Japanese syllabic and logographic scripts. *Journal of Cognitive Neuroscience*, 20(10), 1878-1891.
- Mayer, R. E. (1999). *The promise of Educational Psychology: Learning in the content areas*. Upper Saddle River, NJ: Prentice-Hall.
- Mayer, R. (2008). *Psicología de la educación. Enseñar para un aprendizaje significativo*, vol II. Madrid: Pearson Prentice Hall.
- Mazzocco, M. M., y Hanich, L. B. (2010). Math achievement, numerical processing, and executive functions in girls with Turner syndrome: Do girls with Turner syndrome have math learning disability? *Learning and Individual Differences*, 20(2), 70-81.
- McCandliss, B. (2010). Educational Neurosciences: The early years. *PNAS*, 107 (18), 8049-8050.
- McCandliss, B. D., Sandak, R., Martinez, A., Beck, I., Perfetti, C., y Schnieder, W. S. (2001). Imaging the impact of reading intervention in children. *Journal of Cognitive Neuroscience*, 13, 66-66.
- McCoach, D. B., O'Connell, A. A., Reis, S. M., y Levitt, H. A. (2006). Growing readers: A hierarchical linear model of children's reading growth during the first 2 years of school. *Journal of Educational Psychology*, 98(1), 14-28.
- McCutchen, D., y Perfetti, C. A. (1982). Coherence and connectedness in the development of discourse production. *Text-Interdisciplinary Journal for the Study of Discourse*, 2(1-3), 113-140.
- McGee, A., y Johnson, H. (2003). The effect of inference training on skilled and less skilled comprehenders. *Educational Psychology*, 23, 49-59.
- Mckeown, M. G., Beck, I. L., Omanson, R. C., y Perfetti, C. A. (1983). The effects of long-term vocabulary instruction on reading comprehension: a replication. *Journal of Reading Behavior*, 15, 3-18.
- McNamara, D. S., Kintsch, E., Songer, N. B., y Kintsch, W. (1996). Are good texts always better? Interactions of text coherence, background knowledge, and levels of understanding in learning from text. *Cognition and Instruction*, 14, 1-43.
- Meyer, M. L., Salimpoor, V. N., Wu, S. S., Geary, D. C., y Menon, V. (2010). Differential contribution of specific working memory components to mathematics achievement in 2nd and 3rd graders. *Learning and Individual Differences*, 20(2), 101-109.
- Meyer, M. S., y Felton, R. H. (1999). Repeated reading to enhance fluency: Old approaches and new directions. *Annals of dyslexia*, 49(1), 283-306.
- Meyler, A., Keller, T. A., Cherkassky, V. L., Lee, D., Hoeft, F., Whitfield-Gabrielli, S. *et al.* (2007). Brain activation during sentence comprehension among good and poor readers. *Cerebral Cortex*, 17, 2780-2787.
- Miceli, G., y Capasso, R. (2006). Spelling and dysgraphia. *Cognitive Neuropsychology*, 23(1), 110-134.

- Miller, A. (2014). A Case Study of the "Who is NOBODY?" Project: A Character Development Program for Children with Learning Disabilities. Master Tesis. Faculty of Social Science, Brock University St. Catharines, Ontario. Recurso digital extraído de <http://hdl.handle.net/10464/5224>
- Miller, J. R., y Kintsch, W. K. (1980). Readability and recall of short prose passages: a theoretical analysis. *Journal of Experimental Psychology: Human Learning and Memory*, 6, 335-354.
- Miller, J., y Schwanenflugel, P. J. (2008). A longitudinal study of the development of reading prosody as a dimension of oral reading fluency in early elementary school children. *Reading Research Quarterly*, 43(4), 336-354.
- Minskoff, E., Wiseman, D.E., y Minskoff, J.G. (1972). *The MWM program for developing language abilities*. Ridgefield, NJ: Educational Performance Associates.
- Miranda, A. y García, R. (2004). Mathematics Education and Learning Disabilities in Spain. *Journal of Learning Disabilities*, 37, 62-73.
- Miranda, A., Vidal-Abarca, E. y Soriano, M. (2002). *Evaluación e intervención psicoeducativa en dificultades de aprendizaje*. Madrid: Pirámide.
- Miranda, A., y Gil-Llario, M. D. (2001). Las dificultades de aprendizaje en las matemáticas: concepto, manifestaciones y procedimientos de manejo. *Revista de Neurología Clínica*, 2(1), 55-71.
- Moeller, K., Pixner, S., Zuber, J., Kaufmann, L., y Nuerk, H. C. (2011). Early place-value understanding as a precursor for later arithmetic performance: A longitudinal study on numerical development. *Research in Developmental Disabilities*, 32(5), 1837-1851.
- Moll, K., Ramus, F., Bartling, J., Bruder, J., Kunze, S., Neuhoff, N., ... y Landerl, K. (2014). Cognitive mechanisms underlying reading and spelling development in five European orthographies. *Learning and Instruction*, 29, 65-77.
- Montague, M., y Applegate, B. (2000). Middle school students' perceptions, persistence, and performance in mathematical problem solving. *Learning Disability Quarterly*, 23(3), 215-227.
- Morais, J. (1994). *L'art de lire*. Paris: Odile Jacob. Traducción castellana, *El arte de leer* (1998). Madrid: Visor.
- Morais, J., Cary, L., Alegria, J. y Bertelson, P. (1979). Does Awareness of Speech as a Sequence of Phones Arise Spontaneously? *Cognition*, 7, 323-331.
- Morgan, W. P. (1896). A case of congenital word blindness. *British Medical Journal*, 2 (1871), 1378-1378.
- Mori, S. (2007). *Introduction to diffusion tensor imaging*. Boston : Elsevier.
- Morphy, P., y Graham, S. (2012). Word processing programs and weaker writers/readers: A meta-analysis of research findings. *Reading and Writing*, 25(3), 641-678.
- Morrison, S.R. y Siegel, L.S. (1991). Learning Disabilities: A critical review of definitional and assessment issues. En J.E. Obrzut y G.W. Hynd (Eds.), *Neurological Foundations of Learning Disabilities* (pp. 79-97). New York: Academic Press.
- Morton, J., y Frith, U. (1995). Causal modeling: A structural approach to developmental psychopathology. En, D. Cicchetti y D. J. Cohen, (Eds.), *Developmental psychopathology*, Vol. 1: Theory and methods. (pp. 357-390). New York: Wiley.
- Moyer, R. S., y Landauer, T. K. (1967). Time required for judgements of numerical inequality. *Nature*, 215, 1519-1520.

- Mueller, P. A., y Oppenheimer, D. M. (2014). The Pen Is Mightier Than the Keyboard Advantages of Longhand Over Laptop Note Taking. *Psychological Science*, 25(6), 1159-1168.Doi: 0956797614524581.
- Musitu, G., García, JF y Gutiérrez, M. (1994). *AFA-Autoconcepto Forma A* (2ª edición). Madrid: TEA.
- Musitu, G., y García, J. F. (2004). Consecuencias de la socialización familiar en la cultura española. *Psicothema*, 16(2), 288-293.
- Myklebust, H.R. (1967). Learning disabilities: Definition and overview. En H.R. Myklebust (Ed.), *Progress in learning disabilities*, vol. 1. New York: Grune & Stratton.
- Nagy, W. E., Herman, P. A., y Anderson, R. C. (1985). Learning words from context. *Reading Research Quarterly*, 20, 233-253.
- Nagy, W. E., y Scott, J. A. (2000). Vocabulary processes. En M. L. Kamil, P. Mosenthal, P. D. Pearson, y R. Barr (Eds.), *Handbook of reading research* (pp. 269-284). Mahwah, NJ: Erlbaum.
- National Early Literacy Panel (2008). *Developing early literacy: Report of the National Early Literacy Panel*. Washington, DC: National Institute for Literacy. Available at <http://www.nifl.gov/earlychildhood/NELP/NELPreport.html>
- National Reading Panel (2000). *Report of the national reading panel: Teaching children to read. An evidence-based assessment of the scientific research literature on reading and its implications for reading instruction: Reports of the subgroups*. USA: National Institute of Child Health and Human Development.
- Nicolson, R. I., y Fawcett, A. J. (2007). Procedural learning difficulties: reuniting the developmental disorders?. *Trends in Neurosciences*, 30(4), 135-141.
- Nieder, A. (2005). Counting on neurons: the neurobiology of numerical competence. *Nature Reviews Neuroscience*, 6(3), 177-190.
- Nuerk, H. C., Wood, G., y Willmes, K. (2005). The universal SNARC effect. *Experimental Psychology (formerly Zeitschrift für Experimentelle Psychologie)*, 52(3), 187-194.
- Nunes, T., & Bryant, P. (2006). *Improving literacy by teaching morphemes*. London: Routledge.
- Núñez, J. C., y González-Pienda, J. A. (1994). *Determinantes del rendimiento académico*. Oviedo: SPU.
- Oldfield, R. C. (1971). The assessment and analysis of handedness: the Edinburgh inventory. *Neuropsychologia*, 9(1), 97-113.
- Oliva, A. (2010). The powerful pull of brain images. *Infancia y Aprendizaje*, 33(1), 29-34.
- Onochie-Quintanilla, E.; Simpson, I., Caravolas, M. y Defior, S. *Phonological awareness and naming speed as predictors of reading fluency in Spanish*. Conference of the Society for the Scientific Study of Reading. Florida (USA), 12-16 Julio 2011.
- Orrantia, J. (2006). Dificultades en el Aprendizaje de las Matemáticas: una perspectiva evolutiva. *Revista Psicopedagogia*, 23(71), 158-180.
- Orrantia, J., Rosales, J., y Sánchez, E. (1998). La enseñanza de estrategias para identificar y reducir la información importante de un texto. Consecuencias para la construcción del modelo de la situación. *Infancia y Aprendizaje*, 83, 29-57.
- Pacton, S., y Deacon, S. H. (2008). The timing and mechanisms of children's use of morphological information in spelling: A review of evidence from English and French. *Cognitive Development*, 23(3), 339-359.

- Palincsar, A. S., y Brown, A. L. (1984). Reciprocal teaching of comprehension-fostering and comprehension-monitoring activities. *Cognition and Instruction*, 1, 117-175.
- Passolunghi, M.C. (2011). Cognitive and Emotional Factors in Children with Mathematical Learning Disabilities. *International Journal of Disability, Development and Education*, 58, 61-73.
- Paulesu, E., Démonet, J.F., Fazio, F., McCrory, E., Chanoine, V., Brunswick, N., Cappa, F., Cossu, G., Habib, M., Frith, C.D., y Frith, U. (2001). Dyslexia: Cultural Diversity and Biological Unity. *Science*, 291, 2165-2167.
- Pazzaglia, F., De Beni, R., y Caccio, L. (1999). The role of working memory and metacognition in reading comprehension difficulties. En T. E. Scruggs, y M. A. Mastropieri (Eds.), *Advances in learning and behavioral disabilities* (pp. 15-134). Greenwich, CT: JAI.
- Peake, C., Jiménez, J. E., Rodríguez, C., Bisschop, E., y Villarroel, R. (2014). Syntactic Awareness and Arithmetic Word Problem Solving in Children With and Without Learning Disabilities. *Journal of Learning Disabilities*, doi 0022219413520183.
- Peralbo, M., Barca, A., Brenlla, J.C., Santamarina, S., y Seijas, S. (2001). Escala de evaluación del autoconcepto ESEA-2 en estudiantes de Educación Secundaria de Galicia. Análisis y evaluación. En B.D. Silva y L.S. Almeida (Eds.): *Actas do VI Congresso Galaico-Português de Psicopedagogia* (pp. 249-261). Braga: Universidade do Minho.
- Pérez, M. B., y Bermejo, V. (2009). El efecto Mateo en niños con Dificultades Específicas de Aprendizaje de las Matemáticas. *Escritos de Psicología*, 3(1), 30-36.
- Perfetti, C. A. (1985). *Reading ability*. Oxford University Press.
- (1999). Comprehending written language: A blueprint of the reader. En C. M. Brown, y P. Hagoort (Eds.), *The neurocognition of language processing* (pp. 167-208). London: Oxford University Press.
- Perfetti, C., Cao, F., y Booth, J. (2013). Specialization and universals in the development of reading skill: How Chinese research informs a universal science of reading. *Scientific Studies of Reading*, 17(1), 5-21.
- Perin, D. (1983). Phonemic segmentation and spelling. *British Journal of Psychology*, 74(1), 129-144.
- Perry, C., Ziegler, J. C., y Zorzi, M. (2007). Nested incremental modeling in the development of computational theories: the CDP+ model of reading aloud. *Psychological Review*, 114(2), 273.
- Peterson, R. L., y Pennington, B. F. (2012). Developmental dyslexia. *The Lancet*, 379(9830), 1997-2007.
- Petrill, S. A., Deater-Deckard, K., Schatschneider, C., y Davis, C. (2005). Measured environmental influences on early reading: Evidence from an adoption study. *Scientific Studies of Reading*, 9(3), 237-259.
- Pica, P., Lemer, C., Izard, V., y Dehaene, S. (2004). Exact and approximate arithmetic in an Amazonian indigene group. *Science*, 306(5695), 499-503.
- Pike, M. M., Barnes, M. A., y Barron, R. W. (2010). The role of illustrations in children's inferential comprehension. *Journal of Experimental Child Psychology*, 105, 243-255.
- Pikulski, J. J., y Chard, D. J. (2005). Fluency: Bridge between decoding and reading comprehension. *The Reading Teacher*, 58(6), 510-519.

- Pintrich, P. R. (1995). Understanding self-regulated learning. *New directions for teaching and learning*, 63, 3-12.
- Plante, E., Ramage, A. E., y Magloire, J. (2006). Processing narratives for verbatim and gist information by adults with language learning disabilities: A functional neuroimaging study. *Learning Disabilities Research y practice*, 21, 61-76.
- Popper, K. R. (1959). *The logic of scientific discovery*. London: Hutchinson.
- Portellano, J. A. (2007). *Neuropsicología infantil*. Madrid: Síntesis.
- Potchen, E. J., y Potchen, M. J. (1991). The imaging of brain function: positron emission tomography, single-photon emission computed tomography, and some prospects for magnetic resonance. *Investigative Radiology*, 26(3), 258-265.
- Protopapas, A., Gerakaki, S., y Alexandri, S. (2006). Lexical and default stress assignment in reading Greek. *Journal of Research in Reading*, 29(4), 418-432.
- Puente, A., Jiménez, V., y Alvarado, J. M. (2009). *Escala de conciencia lectora (ESCO-LA). Evaluación en intervención psicoeducativa de procesos y variables metacognitivas durante la lectura*. Madrid: EOS.
- Pyykkönen, P., y Järviö, J. (2012). Children and situation models of multiple events. *Developmental Psychology*, 48, 521-529.
- Ramos, J. L., & Cuadrado, I. (2006). *Prueba para la Evaluación del Conocimiento Fonológico. PECO*. Madrid: EOS.
- Ramos, J. L., y Cueto, F. (2007). *Batería de Evaluación de los Procesos Lectores en el Alumnado del Tercer Ciclo de Educación Primaria y Educación Secundaria Obligatoria (PROLEC-SE)*. Madrid: TEA.
- Ramos-Álvarez, M. M., Catena, A., y Trujillo, H. (2004). *Manual de métodos y técnicas de investigación en ciencias del comportamiento*. Madrid: Biblioteca Nueva.
- Ramus, F., Rosen, S., Dakin, S. C., Day, B. L., Castellote, J. M., White, S., y Frith, U. (2003). Theories of developmental dyslexia: insights from a multiple case study of dyslexic adults. *Brain*, 126(4), 841-865.
- Räsänen, P., Salminen, J., Wilson, A. J., Aunio, P., y Dehaene, S. (2009). Computer-assisted intervention for children with low numeracy skills. *Cognitive Development*, 24(4), 450-472.
- Rasinski, T. (2004). Creating fluent readers. *Educational Leadership*, 61(6), 46-51.
- Raven, J. C. Court, J. H. y Raven, J. (1996) *Test de Matrices progresivas; Escalas coloreada, general y avanzada. Manual*. Buenos Aires: Paidós.
- Repetto Talavera, E., Sutil Franco, M. I., y Manzano Soto, N. (2001). *Comprender y aprender en el aula. Programa para la integración en el currículum de las estrategias de comprensión lectora*. Madrid: UNED.
- Richards, T., Aylward, E., Berninger, V., Field, K., Parsons, A., Richards, A., y Nagy, W. (2006). Individual fMRI activation in orthographic mapping and morpheme mapping after orthographic or morphological spelling treatment in child dyslexics. *Journal of Neurolinguistics*, 19, 56-86.
- Richards, T. L., Berninger, V. W., Stock, P., Altemeier, L., Trivedi, P., y Maravilla, K. (2009a). Functional magnetic resonance imaging sequential-finger movement activation differentiating good and poor writers. *Journal of Clinical and Experimental Neuropsychology*, 31(8), 967-983.

- Richards, T. L., Berninger, V. W., y Fayol, M. (2009b). fMRI activation differences between 11-year-old good and poor spellers' access in working memory to temporary and long-term orthographic representations. *Journal of Neurolinguistics*, 22(4), 327-353.
- Richardson, A.J., Cox, I.J., Sargentoni, J., y Puri, B.K. (1997). Abnormal cerebral phospholipid metabolism in dyslexia indicated by phosphorus-31 magnetic resonance spectroscopy. *Nuclear Magnetic Resonance in Biomedicine*, 10, 309-314.
- Richardson, K., Calnan, M., Essen, J., y Lambert, M. (1975) The linguistic maturity of 11-year-olds: Some analyses of the written compositions of children in the national child development study. *Journal of Child Language*, 3, 99-116.
- Riddick, B. (2009). *Living with dyslexia: The social and emotional consequences of specific learning difficulties/disabilities*. London: Routledge.
- Ripoll, J. C., y Aguado, G. (2014). La mejora de la comprensión lectora en español: un meta-análisis. *Revista de Psicodidáctica*, 19, 27-44.
- Risso, M. A., Peralbo, U. M., y Barca, L. A. (2010). Changes in predictors of school performance in secondary school. *Psicothema*, 22(4), 790-796.
- Robertson, D. A., Gernsbacher, M. A., Guidotti, S. J., Robertson, R. W. R., Irwin, W., Mock, B. J., y Campana, M. E. (2000). Functional neuroanatomy of the cognitive process of mapping during discourse comprehension. *Psychological Science*, 11, 255-260.
- Romani, C. (1999). Developmental surface dysgraphia: What is the underlying cognitive impairment?. *The Quarterly Journal of Experimental Psychology: Section A*, 52(1), 97-128.
- Romero, J., y Lavigne, R. (2011). Dificultades en el Aprendizaje: Unificación de criterios. *Revista Electrónica de Dificultades de Aprendizaje*, 1(1).
- Rutter, M. (2006). *Genes and behavior*. London: Blackwell.
- Salvador-Carulla, L., García-Gutiérrez, J. C., Ruiz Gutiérrez-Colosía, M., Artigas-Pallarès, J., García Ibáñez, J., González Pérez, J., ... y Martínez-Leal, R. (2013). Funcionamiento intelectual límite: guía de consenso y buenas prácticas. *Revista de Psiquiatría y Salud Mental*, 6(3), 109-120.
- Samuel, S. J. (1979). The method of repeated readings. *The Reading Teacher*, 32, 403-408.
- Samuelsson, S., Byrne, B., Olson, R. K., Hulslander, J., Wadsworth, S., Corley, R., ... y DeFries, J. C. (2008). Response to early literacy instruction in the United States, Australia, and Scandinavia: A behavioral-genetic analysis. *Learning and Individual Differences*, 18(3), 289-295.
- Sánchez, E. (1990): Estructuras textuales y procesos de comprensión: un programa para instruir en la comprensión de textos. *Estudios de Psicología*, 41, 21-40
- (1993): *Los textos expositivos. Estrategias para mejorar su comprensión*. Madrid: Santillana.
- Sans Fitó, A. (2008). *¿Por qué me cuesta tanto aprender?* Trastornos del aprendizaje, 3. Barcelona: Edebé.
- Sasso, G. M. (2001). The retreat from inquiry and knowledge in special education. *The Journal of Special Education*, 34, 178-193.
- Scanlon, D. (2013). Specific Learning Disability and Its Newest Definition Which Is Comprehensive and Which Is Insufficient? *Journal of Learning Disabilities*, 46(1), 26-33.

- Scardamalia, M., y Bereiter, C. (1983). The development of evaluative, diagnostic, and remedial capabilities in children's composing. En M. Martlew, *The psychology of written language: Developmental and educational perspectives*, (pp. 67-95). London: John Wiley & Sons.
- Schulte-Körne, G. (2001). Annotation: Genetics of reading and spelling disorder. *Journal of Child Psychology and Psychiatry*, 42(08), 985-997.
- Sebastián, N., Martí, M. A., Carreiras, M. F., y Cuetos, F. (2000). *LEXESP, léxico informatizado del español*. Barcelona: Ediciones de la Universitat de Barcelona.
- Seidenberg, M. S., y McClelland, J. L. (1989). A distributed, developmental model of word recognition and naming. *Psychological Review*, 96(4), 523.
- Serrano, F. (2005). *Disléxicos en español. Papel de la fonología y la ortografía*. Tesis doctoral. Universidad de Granada.
- Serrano, F., y Defior, S. (2008). Dyslexia speed problems in a transparent orthography. *Annals of Dyslexia*, 58(1), 81-95.
- (2012a). *Un programa de intervención en fluidez lectora*. Comunicación oral presentada en el XXVIII Congreso Internacional de AELFA, Madrid, 5-7 de Julio de 2012.
- (2012b). Spanish dyslexic spelling abilities: the case of consonant clusters. *Journal of Research in Reading*, 35 (2), 169-182.
- (2014). Written Spelling in Spanish- Speaking Children with Dyslexia. In Arfè, B., Dockrell, J., y Berninger, V. (eds.), *Writing development and instruction in children with hearing, speech and oral language difficulties*. Oxford: Oxford University Press.
- Serrano, F., Genard, N., Sucena, A., Defior, S., Alegria, J., Mousty, P., ... y Seymour, P. (2011). Variations in reading and spelling acquisition in Portuguese, French and Spanish: A cross-linguistic comparison. *Journal of Portuguese Linguistics*, 9(2), 10-21.
- Seymour, P. H., Aro, M., y Erskine, J. M. (2003). Foundation literacy acquisition in European orthographies. *British Journal of Psychology*, 94(2), 143-174.
- Shalev, R.S. (2007). Prevalence of developmental dyscalculia. En Berch, D.B., Mazzocco, M.M.M. (Eds.), *Why is math so hard for some children? The nature and origins of mathematical learning difficulties and disabilities* (pp. 49-60). Baltimore, MD: Paul H. Brookes.
- Share, D.L. (1995). Phonological recoding and self teaching: *sine qua non* of reading acquisition. *Cognition*, 55, 151-218.
- (2008). On the Anglocentricities of current reading research and practice: the perils of overreliance on an "outlier" orthography. *Psychological Bulletin*, 134(4), 584-615.
- Shavelson, R. J., Hubner, J. J., y Stanton, G. C. (1976). Self-concept: Validation of construct interpretations. *Review of Educational Research*, 407-441.
- Shaw, S. F., Cullen, J. P., McGuire, J. M., y Brinckerhoff, L. C. (1995). Operationalizing a definition of learning disabilities. *Journal of Learning Disabilities*, 28(9), 586-597.
- Shaywitz, S.E. (2003). *Overcoming Dyslexia*. New York: Vintage Books.
- Shaywitz, S. E., y Shaywitz, B. A. (2003). Dyslexia (specific reading disability). *Pediatrics in Review*, 24(5), 147-153.
- (2005). Dyslexia (specific reading disability). *Biological psychiatry*, 57(11), 1301-1309.
- Shechtman, Z. (2007). *Group counseling and psychotherapy with children and adolescents: Theory, research, and practice*. Hillsdale, NJ: Lawrence Erlbaum Associates.

- Siegel, L. S. (1989). IQ is irrelevant to the definition of learning disabilities. *Journal of Learning Disabilities*, 22, 469-478.
- (1992). An Evaluation of the Discrepancy Definition of Dyslexia. *Journal of Learning Disabilities*, 25(10), 618-629.
- (1993). The development of reading. *Advances in Child Development and Behavior*, 24, 63-97.
- (1999). Issues in the definition and diagnosis of learning disabilities: A perspective on Guckenberger v. Boston University. *Journal of Learning Disabilities*, 32, 304-319.
- (2003). Basic cognitive processes and reading disabilities. *Handbook of Learning Disabilities*, 158-181.
- Siegel, L.S. y Heaven, R.K. (1986). Categorization of learning disabilities. En S.J. Ceci (Ed.), *Handbook of cognitive, social, and neuropsychological aspects of learning disabilities. Vol 1*, (pp. 95-121). Hillsdale, NJ: LEA.
- Silani, G., Frith, U., Demonet, J. F., Fazio, F., Perani, D., Price, C., ... y Paulesu, E. (2005). Brain abnormalities underlying altered activation in dyslexia: a voxel based morphometry study. *Brain*, 128(10), 2453-2461.
- Silberberg, N. E., y Silberberg, M. C. (1967). Hyperlexia: Specific word recognition skills in Young children. *Exceptional Children*, 34, 41-42
- Silver, L. B. (1988). A review of the federal government's Interagency Committee on Learning Disabilities report to Congress. *Learning Disabilities Focus*, 3, 73-80.
- Simos, P. G., Fletcher, J. M., Bergman, E., Breier, J. I., Foorman, B. R., Castillo, E. M., ... y Papanicolaou, A. C. (2002). Dyslexia-specific brain activation profile becomes normal following successful remedial training. *Neurology*, 58(8), 1203-1213.
- Skagerlund, K., y Träff, U. (2014). Number Processing and Heterogeneity of Developmental Dyscalculia: Subtypes With Different Cognitive Profiles and Deficits. *Journal of Learning Disabilities*, doi 0022219414522707.
- Skwarchuk, S. L., Sowinski, C., y LeFevre, J. A. (2014). Formal and informal home learning activities in relation to children's early numeracy and literacy skills: The development of a home numeracy model. *Journal of Experimental Child Psychology*, 121, 63-84.
- Snellings, P.; van der Leij, A.; de Jong, P., y Blok, H. (2009). Enhancing the Reading Fluency and Comprehension of Children With Reading Disabilities in an Orthographically Transparent Language. *Journal of Learning Disabilities*, 42, 291-305.
- Snowling, M. J., Gallagher, A., y Frith, U. (2003). Family risk of dyslexia is continuous: Individual differences in the precursors of reading skill. *Child Development*, 74(2), 358-373.
- Snowling, M. J., y Hulme, C. (Eds.). (2008). *The Science of Reading: A Handbook*. London: John Wiley y Sons.
- (2012). Annual Research Review: The nature and classification of reading disorders—a commentary on proposals for DSM-5. *Journal of Child Psychology and Psychiatry*, 53(5), 593-607.
- Soriano, M. (2007). *Programas de intervención en dislexia evolutiva con apoyo empírico. Eficacia de un programa de intervención desarrollado desde las teorías cognitivas de déficit específico*. Ponencia presentada a las VI Jornadas sobre Dislexia. Barcelona, 20 de Enero de 2007.

- Soriano, M., Miranda, A., Soriano, E., Nievas, F., y Félix, V. (2011). Examining the efficacy of an intervention to improve fluency and reading comprehension in Spanish children with reading disabilities. *International Journal of Disability, Development and Education*, 58, 47-59.
- Soto, P., Maldonado, A., Sebastián, M.V., Linaza, J.L; Del Amo, T. y López, A.(1986). *Las dislexias, efectos en el aprendizaje escolar*. Madrid: Edit. Universidad Autónoma de Madrid.
- Spelke, E., y Dehaene, S. (1999). Biological foundations of numerical thinking: Response to TJ Simon (1999). *Trends in Cognitive Sciences*, 3(10), 365-366.
- Spreen, O. (1988). *Learning disabled children growing up*. New York: Oxford University Press.
- Sprenger-Charolles, L., Siegel, L. S., Jiménez, J. E., y Ziegler, J. C. (2011). Prevalence and reliability of phonological, surface, and mixed profiles in dyslexia: A review of studies conducted in languages varying in orthographic depth. *Scientific Studies of Reading*, 15(6), 498-521.
- Stahl, S. A., y Nagy, W. E. (2005). *Teaching word meanings (Literacy Teaching Series)*. Hillsdale, NJ: LEA.
- Stanovich, K. (1986a). Cognitive processes and the reading problems of learning disabled children: Evaluation of the assumption of specificity. En J.Torgesen y B.Y. Wong (Eds.), *Psychological and educational perspectives on learning disabilities*. Orlando, FL: Academic Press.
- (1986b). Mathew effects in reading: Some consequences of individual differences in the acquisition of literacy. *Reading Research Quarterly*, 21, 360-407.
- Stein, J., y Walsh, V. (1997). To see but not to read; the magnocellular theory of dyslexia. *Trends in Neurosciences*, 20(4), 147-152.
- Steinbrink, C., Vogt, K., Kastrop, A., Müller, H. P., Juengling, F. D., Kassubek, J., and Riecker, A. (2008). The contribution of white and gray matter differences to developmental dyslexia: Insights from DTI and VBM at 3.0 T. *Neuropsychologia* 46, 3170-3178.
- Stelter, R. (2014). Intervention Theories in Coaching and Coaching Psychology. En R. Stelter, *A Guide to Third Generation Coaching* (pp. 45-109). Dordrecht: Springer Netherlands.
- Stevenson, J., Pennington, B. F., Gilger, J. W., DeFries, J. C., y Gillis, J. J. (1993). Hyperactivity and spelling disability: testing for shared genetic etiology. *Journal of Child Psychology and Psychiatry*, 34(7), 1137-1152.
- Stevenson, C. E., y Frederick, L. D. (2003). The effects of repeated readings on student performance in the corrective reading program. *Journal of Direct Instruction*, 3, 17-27.
- Strauss, A. A., y Werner, H. (1943). Comparative psychopathology of the brain-injured child and the traumatic brain-injured adult. *American Journal of Psychiatry*, 99(6), 835-838.
- Suárez-Álvarez, J., Fernández-Alonso, R., y Muñoz, J. (2014). Self-concept, motivation, expectations, and socioeconomic level as predictors of academic performance in mathematics. *Learning and Individual Differences*, 30, 118-123.
- Suárez-Coalla, P., García-de-Castro, M., y Cuetos, F. (2013). Variables predictor de la lectura y la escritura en castellano. *Infancia y Aprendizaje*, 36(1), 77-89.

- Sun, Y. F., Lee, J. S., y Kirby, R. (2010). Brain imaging findings in dyslexia. *Pediatrics y Neonatology*, 51(2), 89-96.
- Swanson, H.L. (1989). Phonological processes and other routes. *Journal of Learning Disabilities*, 22, 495-497.
- Swanson, H. L., Harris, K. R., y Graham, S. (Eds.) (2013). *Handbook of learning disabilities*. London: Guilford Press.
- Swanson, H. L., y Sáez, L. (2003). Memory difficulties in children and adults with learning disabilities. En H.L. Swanson, K.R. Harris y S. Graham (eds.) *Handbook of learning disabilities*, (pp.182-198). New York: Guilford Press.
- Szűcs, D., Devine, A., Soltesz, F., Nobes, A., y Gabriel, F. (2014). Cognitive components of a mathematical processing network in 9-year-old children. *Developmental Science*, 17, 506-524.
- Szűcs, D. y Goswami, U. (2013). Developmental dyscalculia: Fresh perspectives. *Trends in Neuroscience and Education*, 2, 233-37.
- Tannock, R. (2013). Rethinking ADHD and LD in DSM-5 Proposed Changes in Diagnostic Criteria. *Journal of Learning Disabilities*, 46(1), 5-25.
- Taylor, A. E. B. (2014). Comorbidity and Differential Diagnosis. En A.E.B. Taylor, *Diagnostic Assessment of Learning Disabilities in Childhood* (pp. 185-216). New York: Springer.
- Taylor, H. G., Satz, P., y Friel, J. (1979). Developmental dyslexia in relation to other childhood reading disorders: Significance and clinical utility. *Reading Research Quarterly*, 84-101.
- Tcheang, L. (2014). Culture and Math. *Cognitive neuroscience*, 5(1), 54-65.
- Therrien, W. J. (2004). Fluency and comprehension gains as a result of repeated reading: a meta-analysis. *Remedial and Special Education*, 25, 252-261.
- Thomson, J. M., Leong, V., y Goswami, U. (2013). Auditory processing interventions and developmental dyslexia: a comparison of phonemic and rhythmic approaches. *Reading and Writing*, 26(2), 139-161.
- Tilstra, J., McMaster, K., Van den Broek, P., Kendeou, P., y Rapp, D. (2009). Simple but complex: components of the simple view of reading across grade levels. *Journal of Research in Reading*, 32, 383-401.
- Tindal, G. y Marston, D. (1986). Approaches to assessment. En J.K. Torgesen y B.J. Wong (Eds.), *Psychological and educational perspectives on learning disabilities* (pp. 55-84). London: Academic Press.
- Torgesen, J. K. (2000). Individual differences in response to early intervention in reading: The lingering problema of treatment resisters. *Learning Disabilities Research and Practice*, 15, 55-64.
- Torneus, M. (1984). Phonological awareness and reading: A chicken and egg problem. *Journal of Educational Psychology*, 76, 1346-1358.
- Toro, J., Cervera, M., y Urío, C. (2002). *Escalas Magallanes de Lectura y Escritura. TALE-2000*. Vizcaya: Albor-COHS.
- Torres, M. (2004). COGNITIVA. PT: Programa en soporte informático multimedia para la intervención de los Trastornos los Trastornos Específicos de la Lectoescritura. *Revista Electrónica de Investigación Psicoeducativa y Psicopedagógica*, 4, 181-202.
- Treiman, R., y Bourassa, D. C. (2000). The development of spelling skill. *Topics in Language Disorders*, 20(3), 1-18.

- Tremblay, L., Chebbi, B., Bouchard, S., Cimon-Lambert, K., y Carmichael, J. (2014). Learning disabilities and visual-motor skills; comparing assessment from a haptovirtual reality tool and Bender-Gestalt test. *Virtual Reality*, 1-12.
- Tressoldi, P. E.; Vio, C., Iozzino, R. (2007). Efficacy of an Intervention to Improve Fluency in Children With Developmental Dyslexia in a Regular Orthography. *Journal of Learning Disabilities*, 40 (3), 203-209.
- Trzaskowski, M., Davis, O. S., DeFries, J. C., Yang, J., Visscher, P. M., y Plomin, R. (2013). DNA evidence for strong genome-wide pleiotropy of cognitive and learning abilities. *Behavior Genetics*, 43(4), 267-273.
- Turner, A. y Greene, E. (1978). The construction and use of a propositional text base. *JSAS Catalog of Selected Documents in Psychology*, 8, 58.
- Vaessen, A., Bertrand, D., Tóth, D., Csépe, V., Faisca, L., Reis, A., y Blomert, L. (2010). Cognitive development of fluent word reading does not qualitatively differ between transparent and opaque orthographies. *Journal of Educational Psychology*, 102(4), 827.
- Vaessen, A., y Blomert, L. (2010). Long-term cognitive dynamics of fluent reading development. *Journal of Experimental Child Psychology*, 105(3), 213-231.
- Valleley, R. J., y Shriver, M. D. (2003). An examination of the effects of repeated readings with secondary students. *Journal of Behavioral Education*, 12, 55-76.
- van der Leij, A., y van Daal, V. H. (1999). Automatization Aspects of Dyslexia Speed Limitations in Word Identification, Sensitivity to Increasing Task Demands, and Orthographic Compensation. *Journal of Learning Disabilities*, 32(5), 417-428.
- van Dijk, T. A., y Kintsch, W (1983). *Strategies of discourse comprehension*. New York: Academic Press.
- Van Nieuwenhoven, C., Noel, M. P., y Grégoire, J. (2005). *Tedi-Math. Manual de aplicación e interpretación*. Madrid: Tea Ediciones.
- Veenendaal, N. J., Groen, M. A., y Verhoeven, L. (2014). What oral text reading fluency can reveal about reading comprehension. *Journal of Research in Reading*. doi: 10.1111/1467-9817.12024
- Vellutino, F. R., Fletcher, J. M., Snowling, M. J., y Scanlon, D. M. (2004). Specific reading disability (dyslexia): What have we learned in the past four decades? *Journal of Child Psychology and Psychiatry*, 45(1), 2-40.
- Vellutino, F.R. y Scanlon, D.M. (1991). The preeminence of phonological skills in learning to read. En S.A. Brady y D.P. Shankweiler (Eds.), *Phonological processes in literacy. A tribute to Isabelle Liberman* (pp. 237-254). Hillsdale, NJ: LEA.
- Vellutino, F. R., Scanlon, D. M., y Lyon, G. R. (2000). Differentiating Between Difficult-to-Remediate and Readily Remediated Poor Readers More Evidence against the IQ-Achievement discrepancy Definition of Reading Disability. *Journal of Learning Disabilities*, 33(3), 223-238.
- Verhoeven, L., y Perfetti, C. (2008). Advances in text comprehension: model, process and development. *Applied Cognitive Psychology*, 22, 293-301.
- Vidal-Abarca y Gilbert Pérez (1991). *Comprender para aprender*. Madrid: IMPRESA.
- Vinckenbosch, E., Robichon, F., y Eliez, S. (2005). Gray matter alteration in dyslexia: converging evidence from volumetric and voxel-by-voxel MRI analyses. *Neuropsychologia*, 43(3), 324-331.

- Von Aster, M. G., y Shalev, R. S. (2007). Number development and developmental dyscalculia. *Developmental Medicine y Child Neurology*, 49(11), 868-873.
- Vukovic, R. K., y Lesaux, N. K. (2013). The language of mathematics: Investigating the ways language counts for children's mathematical development. *Journal of Experimental Child Psychology*, 115(2), 227-244.
- Wadsworth, S. J., Olson, R. K., y DeFries, J. C. (2010). Differential genetic etiology of reading difficulties as a function of IQ: an update. *Behavior Genetics*, 40(6), 751-758.
- Wagner, M., y Rohwer, W. D. (1981). Age differences in the elaboration of inferences from text. *Journal of Educational Psychology*, 73, 728-735.
- Wallace, D. L., y Hayes, J. R. (1991). Redefining revision for freshmen. *Research in the Teaching of English*, 54-66.
- Wechsler, D. (1993). *WISC-R: escala de inteligencia de Wechsler para adultos*. Madrid: TEA.
- Wexler, J., Vaughn, S., Roberts, G., y Denton, C. A. (2010). The efficacy of repeated reading and wide reading practice for high school students with severe reading disabilities. *Learning Disabilities Research y Practice*, 25(1), 2-10.
- Whitaker, D., Berninger, V., Johnston, J., y Lee Swanson, H. (1994). Intraindividual differences in levels of language in intermediate grade writers: Implications for the translating process. *Learning and Individual Differences*, 6(1), 107-130.
- Willows, D.M. (1991). Visual processes in learning disabilities. En B. Wong (Ed.), *Learning about learning disabilities* (pp. 164-194). New York: Academic Press.
- Wilson, A. J., y Dehaene, S. (2007). Number sense and developmental dyscalculia. *Human behavior, learning, and the developing brain: Atypical Development*, 212-238.
- Wilson, D., y Pinel, R. Cohen, y Cohen. (2006). Principles underlying the design of "The Number Race", an adaptive computer game for remediation of dyscalculia. *Behav Brain Funct*, 2(1), 19.
- Wolf, M. (2008). *Cómo aprendemos a leer. Historia y ciencia del cerebro y la lectura*. Barcelona: Ediciones B.
- Wolf, M., Bowers, P. G., y Biddle, K. (2000). Naming-speed processes, timing, and reading: A conceptual review. *Journal of Learning Disabilities*, 33(4), 387-407.
- Wolf, M., y Katzir-Cohen, T. (2001). Reading fluency and its intervention. *Scientific Studies of Reading*, 5(3), 211-239.
- Wong, B. (Ed.) (2004). *Learning About Learning Disabilities*. Netherlands: Elsevier.
- Woodcock, R. W., McGrew, K. S., y Mather, N. (2001). *Woodcock-Johnson tests of achievement*. Itasca, IL: Riverside Publishing.
- Woodcock, R. W., Muñoz-Sandoval, A. F., McGrew, K. S., Schrank, F. A., Wendling, B. J., y Mather, N. (2008). *Batería III Woodcock-Muñoz: Pruebas de aprovechamiento*. Itasca, IL: Riverside Pub.
- Woolfolk, A. (2006). *Psicología Educativa*. London: Pearson Educación.
- Wu, S. S., Willcutt, E. G., Escovar, E., y Menon, V. (2013). Mathematics Achievement and Anxiety and Their Relation to Internalizing and Externalizing Behaviors. *Journal of Learning Disabilities*, 47, 503-514.
- Yalom, I. D. W. L., y Leszcz, D. M. (2005). *The theory and practice of group psychotherapy*. Nueva York: Basic Books.

Referencias

- Yuill, N., y Oakhill, J. (1988). Effects of inference awareness training on poor reading comprehension. *Applied Cognitive Psychology*, 2, 33-45.
- Zbrodoff, N. J. (1984). *Writing stories under time and length constraints*. Tesis doctoral sin publicar. Universidad de Toronto, Canadá.
- Zelege, S. (2004). Self-concepts of students with learning disabilities and their normally achieving peers: a review. *European Journal of Special Needs Education*, 19(2), 145-170.
- Zhong, R., Yang, B., Tang, H., Zou, L., Song, R., Zhu, L. Q., y Miao, X. (2013). Meta-analysis of the association between DCDC2 polymorphisms and risk of dyslexia. *Molecular Neurobiology*, 47(1), 435-442.
- Ziegler, J. C., y Goswami, U. (2005). Reading acquisition, developmental dyslexia, and skilled reading across languages: a psycholinguistic grain size theory. *Psychological Bulletin*, 131(1), 3.